DOCUMENT RESUME

ED 437 796 EC 307 646

AUTHOR	Martin, James E.; Kohler, Paula D.
TITLE	Transition from School to Life: 16 Classes. A Complete University Course for Special Educators.
INSTITUTION	Illinois Univ., Champaign. Transition Research Inst.; Council for Exceptional Children, Reston, VA.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
ISBN	ISBN-0-86586-344-X
PUB DATE	1999-00-00
NOTE	278p.; For related project documents, see EC 307 645-647.
CONTRACT	H029K40161
AVAILABLE FROM	Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589 (Stock No. P5321, $195 plus postage and handling). Tel: 888-232-7733 (Toll Free); Web site: http://www.cec.sped.org.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	Agency Cooperation; Career Education; Delivery Systems; *Disabilities; *Education Work Relationship; Family Involvement; Higher Education; Models; Preservice Teacher Education; Program Development; Secondary Education; Self Determination; Student Centered Curriculum; Student Development; *Theory Practice Relationship; *Transitional Programs

ABSTRACT

This document presents all necessary materials for a complete course at the university level on the transition of students with disabilities from school to adult life. It includes an instructor's guide, a class syllabus, and 16 class lessons. The course is based on the "Taxonomy for Transition Programming," a model of effective transition practices developed through a review of transition-related research and exemplary transition programs. Early class lessons provide an overview of research findings about the postschool outcomes of students with disabilities, and introduce the "Taxonomy" as a model for planning, implementing, and evaluating transition-focused education. Subsequent class lessons focus on content directly related to the model's five practice categories: (1) student-focused planning, (2) student development, (3) interagency collaboration, (4) family involvement, and (5) program structures. Each lesson features readings, discussion, and activities related to the specific practice category. Self-determination for students is stressed throughout the curriculum. Overhead and handout masters are also included. (Individual sections contain references.) (DB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 437 796

A Complete University Course for Special Educators

TRANSITION *from* SCHOOL TO LIFE

16 CLASSES

James E. Martin
University of Colorado at Colorado Springs
School of Education
Center for Self-Determination

Paula D. Kohler
University of Illinois at Urbana-Champaign
Transition Research Institute

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

EC 307646

Developed by TRANSITION-RELATED PERSONNEL COMPETENCIES PROJECT,
Transition Research Institute, University of Illinois at Urbana-Champaign

Published by THE COUNCIL FOR EXCEPTIONAL CHILDREN
in collaboration with the Division on Career Development and Transition

BEST COPY AVAILABLE

Transition-
Related
Personnel
Competencies
Project

THIS PUBLICATION is part of a professional development series created at the Transition Research Institute by the Transition-Related Personnel Competencies Project. The series includes:

- Transition from School to Life:
  A Workshop Series for Educators and Transition Service Providers
- Transition from School to Life:
  A Complete University Course for Special Educators
- Transition from School to Life:
  A Directory of Products and Materials for Professional Development

Library of Congress Cataloging-in-Publication Data

Transition from school to life: A Complete University Course for Special Educators / James E. Martin and Kohler, Paula D. : developed by the Transition-Related Personnel Competencies Project, funded through the Office of Special Education Programs, Office of Special Education and Rehabilitative services, U.S. Department of Education (Grant #H029K40161). These contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

p. cm.
Includes bibliographical references
ISBN 0-86586-344-X

Copyright 1997 by the Board of Trustees of the University of Illinois
Copyright transfer 1999 to The Council for Exceptional Children

The Council for Exceptional Children
1920 Association Drive
Reston, VA 20191-1589
1-888-232-7733

Stock No. P5321

All rights reserved. Up to 100 copies of handout pages may be copied for each training event. No other portions of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior written permission of the copyright owner.

Printed in the United States of America
10 9 8 7 6 5 4 3 2

DESIGN BY EVELYN C. SHAPIRO

Transition from School to Life:
A Complete University Course for Special Educators

Placement of Tab Dividers

This course material is composed of discrete sections, including an Instructor's Guide, Course Syllabus, and 16 Class Lessons. A tab divider is provided for each of these sections. Each section begins on its own page 1.

Tabs:

Instructor's Guide – Place this divider after the Acknowledgement pages at the beginning of the notebook.

Course Syllabus – Place this divider after page 15 of the Instructor's Guide.

> ***A word about the Class Lessons*** – Each class lesson is composed of an overview, lesson content, overhead masters, e.g., O-1.1 indicating the first overhead for the first class, and handout masters, e.g., H-1.1 indicating the first handout for the first class. The overhead and handout notations are printed in the upper left-hand corner of the page.

1. **Instruction and Career Development Concepts** – Place this divider at the beginning of Class 1. section, which follows page 9 of the Course Syllabus.

2. **The Need for Transition Services** – Place this divider at the beginning of the Class 2. section, which follows page H-1.2.

Continue placing dividers at the beginning of each class section.

We hope you find this curriculum useful for teaching the essentials of transition principles. We welcome your feedback and suggestions for improving future editions of this work.

You may respond via e-mail to **CECpubs@cec.sped.org**, or write to The Council for Exceptional Children, Transition Publications, 1920 Association Drive, Reston, VA 20191-1589.

Total number of pages…418.

Contents

- Acknowledgments
- Instructor's Guide
- Course Syllabus
- *Class Lessons*

1: Introduction & Career Development Concepts
2: The Need for Transition Services
3: IDEA, Transition, and the IEP
4: Transition Models
5: Career Education
6: School-to-Work and SCANS
7: Transition and School-to-Work: "Up Close and Personal"
8: Student and Parent Perspectives
9: Self-Determination and Its Components
10: Assessing Self-Determination Skills and Opportunities
11: Self-Determination: Expressing Goals
12: Self-Determination: Choosing Goals
13: Self-Determination: Review of Curriculum Lesson Packages
14: Vocational Education
15: Traditional Vocational Assessment
16: Interagency Collaboration

Acknowledgments

THE AUTHORS GRATEFULLY ACKNOWLEDGE the hard work and diligence of Betty Taylor, who was responsible for word processing this curriculum. Betty endured many drafts, edits, and format changes with her usual cheerfulness, expertise, and attention to detail. We're grateful for her hours of hard work that resulted in a product of which we are all very proud.

We also thank the over 300 participants across the United States that participated in the Transition-Related Personnel Competencies Study (Kohler, 1997), on which the curriculum is based. These participants took time from their busy schedules to respond to a detailed questionnaire to identify who should be responsible for implementing the practices included in the *Taxonomy for Transition Programming*. Their responses were used to identify specific topics for the sixteen classes.

We also acknowledge the participation of the following individuals in a focus group that participated in design and development of the curriculum. These individuals reviewed the findings of the Transition-Related Personnel Competencies Study (Kohler, 1997) and applied them to identify the purpose, scope, and content for this complete university course. Their time and energy are very much appreciated.

Ginger Blalock
Teresa Janczak
Jeanne Repetto
Deborah Miles
Kevin Brock
Margaret Bergant
Tom Sinclair
Nancy Rose Malone
Mike Cavin
Malcolm Flanagan
Linda Houck
Suzan VanBeaver

In addition, we gratefully acknowledge the following educators who field tested the materials in this course. Their feedback was essential and we recognize their importance in this project..

Alice Anderson, Radford University
Carole Brito, New Mexico Highland University
Laura Eisenman, Vanderbilt University
Mary Morningstar, The University of Kansas
Judy Presley, Vanderbilt University

Finally, we acknowledge the hard work and diligence of Sharon Haworth and Chandra Donnell, U of I graduate research assistants. They helped coordinate the field test sites, obtained external resource materials, developed evaluation and test questions, and handled a myriad of other details associated with developing this course. We wish them luck in their future endeavors!

Instructor's Guide

PURPOSE: This complete university course is designed to help institutions of higher education increase the knowledge and skills of special educators to provide transition education and services. Our intent is to provide an effective means to share our knowledge and training strategies with others in order to increase the number of emerging special educators who have the knowledge and skills to deliver effective transition education. We hope that by working with other colleges and universities, together we can increase their students' capacity to positively affect the post-school outcomes of youths with disabilities.

ORGANIZATION: This binder is divided into three sections: (1) Instructor's Guide, (2) Class Syllabus, and (3) Class Lessons. The Instructor's Guide features information in general about the curriculum and materials. The Class Syllabus presents an overview of the course, that in turn can be provided to your students. The class lessons include all the details that you need to teach each class.

INSTRUCTIONAL CONTENT: The *Taxonomy for Transition Programming* (Kohler, 1996) formed the foundation for this complete university course. The *Taxonomy* is a model of effective transition practices developed through a series of studies that examined transition-related research and exemplary transition programs. The *Taxonomy* contains five practice categories, each consisting of numerous components. This course addresses each of the categories. The following matrix shows the *Taxonomy* categories and the class in which they are addressed. The course focuses primarily on those practices for which special educators should have knowledge and skills

	Student-Focused Planning	Student Development	Interagency Collaboration	Family Involvement	Program Structure and Attributes
Week 1					X
Week 2					X
Week 3					X
Week 4					X
Week 5					X
Week 6					X
Week 7					X
Week 8	X	X		X	
Week 9	X	X			X
Week 10	X	X			X
Week 11	X	X			X
Week 12	X	X			X
Week 13	X	X			X
Week 14		X			X
Week 15		X			X
Week 16			X		

9

BEST COPY AVAILABLE

Early class lessons provide an overview of research findings about the postschool outcomes of students, transition-related legislation, and transition models. The *Taxonomy* is introduced as a model for planning, implementing, and evaluating transition-focused education. Subsequent class lessons focus on content directly related to the five practice categories: Student-Focused Planning, Student Development, Interagency Collaboration, Family Involvement, and Program Structures. Each of these lessons features readings, discussion, and activities to increase students' knowledge and skills to do specific practices in each *Taxonomy* category, such as develop career awareness curricula and activities, actively include students in the IEP process and their transition planning, evaluate available curricula, collaborate with others to develop individual and community-level transition programs, and work with families. Self-determination for students plays a central role throughout our curriculum. We draw on the work of Martin and Huber Marshall (1997) and others to include several lessons that address specific aspects of self-determination such as setting goals and taking action. Following is a class-by-class overview of class content.

OVERVIEW OF CLASS CONTENT

Class 1: Introduction to Career Development Concepts
- Job Match
- Life Career Stages
- Career Assessment and Planning

Class 2: The Need for Transition Services
- Results of National Transition Study
- Conceptual Framework of Transition
- Experiences and Outcomes of Youth with Disabilities
- Factors Related to Employment Status

Class 3: IDEA, Transition, and the IEP
- Federal Definition of Transition Services
- Impact of IDEA on Transition Regulations
- Transition and the IEP: Checklist

Class 4: Transition Models
- OSERS 1984 Transition Model (Bridges)
- Halpern's 1985 Expanded Transition Model
- Elements of Successful Transition Programs
- *Taxonomy for Transition Programming*

Class 5: Career Education
- Core Concepts of Career Education
- Career Development Stages
- Illinois Model
- *Life-Centered Career Education* (LCCE) Model
- Elementary Career Education

Class 6: School-to-Work and SCANS
- School-to-Work Opportunities Act of 1994
- Basic Elements of School-to-Work
- Colorado School-to-Career Partnership
- SCANS Foundations and Competencies

Class 7: Transition and School-to-Work: "Up Close and Personal"
- Presentations by Local and State Speakers on Transition and School-to-Work Initiatives

Class 8: Student and Parent Perspectives
- Presentations by Current and Recently Graduated Students and Parents on Factors That Facilitate Transition and Those That Don't

Class 9: Self-Determination and Its Components
- Characteristics of Self-Determined Behavior
- Definitions and Constructs of Self-Determination
- *ChoiceMaker Self-Determination Transition Curriculum*
- Importance of Self-Determination

Class 10: Assessing Self-Determination Skills and Opportunities
- Importance of Opportunities to Practice Self-Determination
- *ChoiceMaker* Assessment
- AIR/Columbia Self-Determination Assessment
- ARC

Class 11: Self-Determination: Expressing Goals
- Importance of Involving Students in Their Own IEP Process
- *Self-Directed IEP*
- *Self-Advocacy Strategy*
- *Whose Future Is It, Anyway?*

Class 12: Self-Determination: Choosing Goals
- Choosing General Goals
- Choosing Employment Goals
- Authentic Assessment

Class 13: Self-Determination: Review of *Take Action* and Other Curriculum Lesson Packages
- Steps to Teach Goal Attainment
- *Take Action*
- *Next S.T.E.P.: Student Transition & Educational Planning*
- *It's My Life*
- *Steps to Self-Determination*

Class 14: Vocational Education
- Activities Related to Visits to Vocational Education Programs

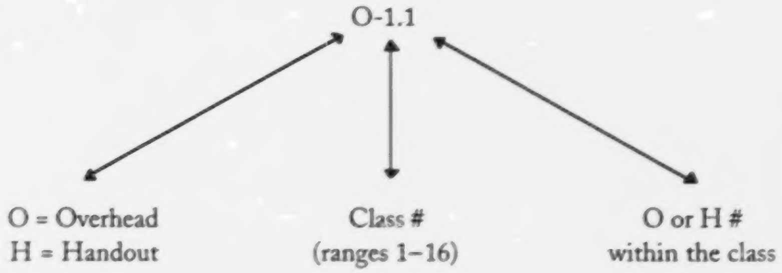
Class 15: Vocational Assessment
- Activities Related to Observations of Assessment conducted by Vocational Evaluators

Class 16: Interagency Collaboration
- Exposure to the Services and Access Options of Post-School Agencies and Programs via Guest Speakers

CLASS STRUCTURE: Each weekly class adheres to a similar structure and content format. The information provided for each week gives you the basic information you need to teach each class. You may need to supplement with material unique to your area or from other parts of your curriculum. Use the copy-ready master overheads and handouts provided for each class. The list below presents the major divisions of each weekly lesson.

- Topics
- Lesson Matrix
- References
- Materials to Check on or Obtain
- Student Readings
- Before-Class Preparation
- Lessons for Each Objective
- Student Assignment
- Master Overheads and Handouts

Overhead and handout masters are included at the end of each class section. To facilitate their reproduction and usage, they are numbered according to the following example:



Within the content sections of each class, the overheads and handouts are referred to by both number and title.

MATERIALS: Several classes include special materials, presentations, or panel discussions from individuals other than the instructor. Special materials include videos, assessment tools, and curriculum packages. Before teaching the course, review this section of each weekly lesson to determine what supporting material you need so you can get it in time. To insure that you can secure the outside speakers or materials, we suggest that you request their participation far in advance of the particular class. Refer to the class lessons for specific details on how the speakers will be included or the materials used. To help you plan ahead, we've listed these classes and the materials or participants in the following table.

Class	Instructor Preparation
Class 1	• 3 x 5" note cards • Masking tape • Class syllabus • O-1.1—O-1.8 • H-1.1—H-1.3
Class 2	• Be prepared to give students written feedback on presentation skills. • Read the **Executive Summary**, the assigned student article, and the www pages before class. You may also want to add your own favorite data to the presentation. • Arrange for a panel of teachers, administrators, and parents to react to the data. Be sure you send them any needed parking permits and directions to get to your class room. Tell the guests to arrive 30 to 35 minutes after class starts. • Arrange for students to have access to print readings. • O-2.1—O-2.4 • H-2.1—H-2.2
Class 3	• Secure copies of your state or local IEP form for each student. • Make copies of the transition checklist (H-3.2) - one for each group to use and a copy for each student to save for future reference • O-3.1—3.5 • H-3.1—H-3.2
Class 4	• Bring 5 pages of plain white paper for each group of 3 students. • O-4.1—O-4.7 • H-4.1—H-4.3
Class 5	• Materials You Need to Obtain (order sufficient numbers for groups to review) — *Life Centered Career Education: A Competency Based* Approach (5th ed)

	— *Life Centered Career Education: Activity Books 1 and 2* Council for Exceptional Children 1920 Assn. Drive Reston, VA 20191-1589 800-232-7323 — *Connections: A Transition Curriculum for Grades 3 through 6* Career and Technical Education Resource Center 9125 East 10th Drive - Bldg 859 Aurora, CO 80010 303-340-7350 • Optional Materials (to supplement lessons if funds are available) — Life Centered Career Education - the complete package (it's rather expensive) • O-5.1—O-5.6 • H-5.1—H-5.3
Class 6	• Arrange for students to have access to print readings. • O-6.1—O-6.8 • H-6.1—H-6.6
Class 7	• Transition and school-to-work activities are more than likely being carried on in a number of ways in your area and state. Invite school, community and State Dept. of Education staff who are directly involved in delivering, planning, and administrating, transition and school-to-work services. • Be sure to send them any needed parking permits and directions to get to your class room. Tell the guests to arrive 10 to 15 minutes before the start of class, so you can brief them on your class and your students' understanding of school-to-work and transition issues. You may also want to send your guest speakers a copy of your course syllabus so they can see what you have been covering so far in the course. — Transition Professionals Your local school district more than likely has a transition teacher or coordinator on staff. Likewise, the State Dept. of Education probably has a transition consultant. Invite each and ask them to explain what they are doing in their roles and the position their employer takes with regard to transition. Ask them to bring any slides, video, or overheads that would help explain their programs and professional roles. — School-to-Work Professional Your local school district and State Dept. of Education office may

	have on staff a professional who is working to implement the school-to-work initiative. Invite each and ask them to explain what they are doing in their roles and the position their employer takes with regard to transition. Ask them to bring any slides, video, or overheads that would help explain their programs and professional roles. • Be prepared to give students feedback on content and presentation style. • Check with your library to determine if your campus subscribes to *Career Development for Exceptional Individuals.* (CDEI). If not, ask them to order it and back copies on micro-fiche. If your library does not subscribe to *CDEI* and can't obtain copies before this class, determine the best means for students to order articles from this journal through your interlibrary loan department.
Class 8	• Arrange for students to have access to print readings. • Arrange for a few current students with an IEP and students who have recently left school to visit the class and share their experiences. • Arrange for a few parents of current students with an IEP and or students who have recently left school to visit the class and share their experiences. — *Where to Get Speakers* *Current Students and Parents*. Ask the transition coordinator who spoke in your class earlier to provide a list of names. Be sure to request students who represent different disability groupings. You want your class to hear first-hand from students who have experienced many different facets of school life. *Recently Graduated Students and Parents.* Once again, ask the transition coordinator for a list of a few names. Call one of your local parent advocacy groups (a local ARC office, parent education center, etc.) for assistance, too. Also, contact one of your local supported employment programs or your local state rehabilitation office to see if they may assist. — *Set the Scene* Ask the speakers to describe their life history and what their school experience has been like. Since you have the entire class time devoted to them, allow each participant to tell their life's story. Focus your comments and questions on the transition process. Arrange the room so the speakers (first students, then parents) can face the group. If your class is small enough, arrange the room in a circle. NOTE: You may have to arrange for and assist with transportation. You can ask your students to assist. Be prepared to cover taxi or bus

	expense. If appropriate, send out parking permits prior to the presentation along with a detailed map of how to get to the class room.
Class 9	• Arrange for students to have access to print readings. • To conduct this lesson as described, you need to order two videos prior to class. — *Take Charge.* (Approx. 10 minutes) Laurie Powers Alliance for Self-Determination Oregon Health Sciences University 503-494-8316 x 7930 powersl@ohsu.edu — *Project Partnership: Three artists talk about self-determination through the arts.* Very Special Arts Educational Services 1015 18th Street, NW, Suite 730 Washington, DC 20036. 202-628-8080 • O-9.1—O-9.10 • H-9.1—H-9.2
Class 10	• To conduct this lesson as described, you need to secure several materials prior to class. Order the *ChoiceMaker* Assessment, and either the ARC or the Knowledge Scales. — *ChoiceMaker Assessment* Sopris West 1140 Boston Ave. Longmont, CO 80501 800-547-5747 http://www.sopriswest.com/home.htm — *General Measures of Self-Determination* (order either the ARC or the Knowledge Scale) • *The ARC's Self-Determination Scale*. [Be sure to order several scoring manuals, too, as you can't complete the assessment without it.] The ARC's Self-Determination Program 500 East Border Street, Suite 300 Arlington, TX 76010.

	Also available from: The Council for Exceptional Children 888-232-7733 • *Self-Determination Knowledge Scale* Pro-Ed Publishing Company 8700 Shoal Creek Blvd Austin, TX 78757 800-577-1638
Class 11	• Arrange for students to have access to print readings. • To conduct this lesson as described, you need to secure the following materials prior to class. — *A Student's Guide to IEP* and *Helping Students Develop their IEPs + audiotape* National Information Center for Children and Youth with Disabilities P. O. Box 1492 Washington, DC 20013-1492 800-695-0285 These materials are copyright free, so you can make copies for your class. — *At Your IEP Meeting* (9-minute video) Virginia Dept. of Education P.O. Box 2120 Richmond, VA 23216 Contact Person: Sharon deFur — *Self-Directed IEP* Sopris West Publishers 1140 Boston Avenue Longmont, CO 80501 800-547-6747 — *Self-Advocacy Strategy for Education & Transition Planning* Edge Enterprises, Inc. P.O. Box 1304 Lawrence, KS 66044 913-749-1473

	— *Whose Future Is It, Anyway? A Student-Directed Transition Planning Process* (instructional package) The Arc National Headquarters Self-Determination Program 500 East Border Street, Suite 300 Arlington, TX 76010 800-433-5255 • O-11.1-11.3 • H-11.1 • Audiotape deck • Video playback unit
Class 12	• Arrange for students to have access to print readings. • To conduct this lesson as described, you need to order *Choosing Employment Goals*. *Choosing Employment Goals* (self-determination lesson package) Sopris West Publishers 1140 Boston Avenue Longmont, CO 80501 800-547-6747 • Copies of the "Work, Social, and Personal Skills" worksheet • Copies of the "Dream Job Informational Interview" worksheet • O-12.1—12.7 • H-9.2 • H-12.1—H-12.4
Class 13	• To conduct this lesson as described, you need to secure materials prior to class. Order *Take Action* and two of three optional choosing goals instructional packages. You may also add any other lesson packages from the curriculum list discussed in the last class session. — *Take Action* (video and lesson package) Sopris West Publishers 1140 Boston Avenue Longmont, CO 80501 800-547-6747

	• Order At Least Two of These Instructional Lesson Packages — *Next S.T.E.P: Student Transition & Educational Planning* (curriculum) Pro-Ed Publishing Company 8700 Shoal Creek Blvd. Austin, Texas 78757-6897 800-397-7633 — *It's My Life - Preference-Based Planning, Facilitator's Guide & Goal Planner's Workbook; I Want My Dream, New Hats, & Profile Decks* New Hats, Inc. P.O. Box 57567 Salt Lake City, UT 84157 801-268-9811 — *Steps to Self-Determination* Pro-Ed Publishing Company 8700 Shoal Creek Blvd. Austin, Texas 78757-6897 800-397-7633 Also available from: The Council for Exceptional Children 888-232-7733 • H-13.1 and 13.2
Class 14	• Arrange a visit to an area vocational education program either operated by the public schools or in cooperation with a community college. • Arrange for students to have access to print readings. • H-14.1
Class 15	• Arrange for students to have access to print readings. • Arrange a visit to a vocational assessment program *Where to Get Speakers* Talk to one of your local state rehabilitation offices to get the names of vocational evaluators who use a wide range of different tests. A local school district may also have a testing center available for a class visit. *Set the Scene* When you arrange the visit, ask the evaluator to show a wide range of assessment tools, describe how they are used, and tell the group about the

	results from each type of test. • Arrange for a conference room at the site • H-15.1—H-15.2
Class 16	• Arrange for students to have access to print readings. • Arrange for guest speakers from a variety of post-high school agencies and programs. • Make sure you ask a representative from a supported employment program to attend. *Where to Get Speakers* Be inclusive. Arrange for as many different representatives as possible. If needed, ask your local school transition specialist to help identify actual names and provide an introduction. A few possibilities include: — community college representatives — residential providers for youth with significant support needs — case management providers — advocacy groups — mental health center — disability support staff from your college or university — state vocational rehabilitation office *Set the Scene* Reserve a campus conference room. Make sure your space is large enough to accommodate the people who are visiting. Some may bring displays and audio visual presentations so make appropriate arrangements. Remember to get parking permits to each participant and detailed instructions as to where to meet you. Let the presenters know how much time they will have to present their program. For example, if you have 9 speakers, they would have about 10 minutes each, fewer speakers would have more time. Since this is the last class, you need some time at the end to wrap it all up. Schedule with this in mind. Remember to follow up each person's visit with a thank-you note. • H-16.1 • H-16.2 for students and agency participants

ASSUMPTIONS: Several assumptions guided the development of this course's scope and sequence. These include:

- 16-week semester
- Class period of 155 minutes (including a 10- to 15-minute break)
- Students taking the class will obtain elementary *and* secondary special education credentials
- Noncategorical orientation, with primary focus on students with mild to moderate needs
- Content that covers elementary, middle, and high school topics
- Primary emphasis upon secondary school transition knowledge, issues, and skills
- Exposure to a variety of applied teaching methods and materials
- Participants who already know basic special education terminology, assessment methodology, instructional strategies, and service models
- Access to school programs to complete observation and interview assignments
- Instructor and student knowledge of how to access and interact with World Wide Web pages
- An emphasis upon in-class cooperative group interactions, hands-on activities, and field-based assignments
- No tests or exams, other than the pre- and posttests

SYLLABUS TEMPLATE: Modify the syllabus template found in the next section to meet your own needs. Add your name, course number, and class dates to the master template.

The syllabus provides an explanation of course expectations and presents complete lists of class topics, assignments, and student readings. Two types of student readings are required throughout the course: www and print readings. The majority of print readings are from professional journals that allow reproduction of articles for educational use. Information about reproduction is typically included in the journal's description of editorial policy. We suggest that instructors contact book publishers about policies for reproducing specific chapters included as student readings or to have the university library place the book(s) on reserve for student use.

Class Syllabus

TRANSITION FROM SCHOOL TO LIFE:
A Complete University Course for Special Educators

. . . .

Course #:

Instructor:

Contact Information:

Office hours:

. . . .

COURSE DESCRIPTION: This course presents transition through career education and school-to-work in relation to elementary and secondary educational activities. Career education concepts, history, and legal issues are examined, including mandates under the Individuals with Disabilities Education Act and the School-to-Work Opportunities Act. Other topics include self-directed transition planning, self-determination, assessment procedures, and IEP transition plan development. Focus of the course is upon the development of awareness, exploration, and preparation to deliver transition-focused education. Coordination of post-school services is discussed in relation to transition, supportive, and competitive employment. Class activities demonstrate how these concepts can be infused into general and special education curricula and instruction.

STUDENTS WITH DISABILITIES: The instructor will make reasonable accommodations for students who show a documented problem that interferes with successfully completing this course. It is your responsibility to request accommodation before assignments are due. I suggest that if you need assistance, contact the coordinator of the Supplemental Services Office to utilize University-wide student assistance programs. The person can be reached at: ______________________________ .

ACADEMIC HONESTY: I encourage you to read the University's student academic honesty policy available in the library. In general the following three concepts apply: (a) all work from others must be referenced; (b) work of others should not be copied; and (c) projects completed in other classes should not be submitted for credit in this class. If a student is repeating this class, work from the previous class can not be used.

COURSE REQUIREMENTS: All students are expected to attend class and to complete assigned readings prior to class. If you cannot attend class, please contact the instructor prior to class to inform me that you will be absent.

CLASS SCHEDULE: The tentative schedule for class topics is outlined in the following table. The instructor reserves the right to alter the class schedule or assignment schedule with advanced notice.

TENTATIVE SCHEDULE

Class	Date	Topic
Class 1		Introduction to Class and Career Development Concepts
Class 2		The Need for Transition Services
Class 3		IDEA, Transition, and the IEP
Class 4		Transition Models
Class 5		Career Education
Class 6		School-to-Work and SCANS
Class 7		Transition and School-to-Work: "Up Close and Personal"
Class 8		Student and Parent Perspectives
Class 9		Self-Determination and Its Components
Class 10		Assessing Self-Determination Skills and Opportunities
Class 11		Self-Determination: Expressing Goals
Class 12		Self-Determination: Choosing Goals
Class 13		Self-Determination: Review of *TakeAction* and Other Curriculum Lesson Packages
Class 14		Vocational Education
Class 15		Vocational Assessment
Class 16		Interagency Collaboration

ASSIGNMENTS AND COURSE GRADING: Please type all assignments. Proofread for spelling and grammar and cite all sources appropriately.

The assignment schedule for the class is outlined in the following table. Points for each assignment are indicated. Final course grades will be assigned based on the percentage of total points earned, according to university policy.

ASSIGNMENT	CLASS DUE	POINTS
Reaction log of Class 1 Career planning assessment and summary	2	
Reaction log of Class 2	3	
Reaction log of Class 3	4	
Reaction log of Class 4 Illustrated transition model	5	
Reaction log of Class 5 Career education analysis and summary	6	
Reaction log of Class 6 Employer interviews	7	
Reaction log of Class 7 Article summaries and reflection	8	
Reaction log of Class 8	9	
Reaction log of Class 9 Self-determination related titles in bookstore	10	
Reaction log of Class 10 Application of *ChoiceMaker* Assessment	11	
Reaction log of Class 11	12	
Reaction log of Class 12	13	

Reaction log of Class 13	14	
Reaction log of Class 14 Web search and summary of vocational programs	15	
Reaction log of Class 15 Web search and summary of vocational assessment	16	
Interagency collaboration paper	End of term	
Total points		

READING ASSIGNMENTS: The following table provides a complete list of student reading assignments for each class. Two types of reading assignments will be used throughout the course: www and print readings. Students are expected to complete reading assignments prior to each class.

Class	Student Readings
Class 2	**www** *Reviews the different types of computer-based career information systems - similar to what you completed for this week's assignment.* http://www.ericacve.org/docs/dig170.htm http://www.crc.ufl.edu/choosing_using.html *Each of these examines post-school outcome data* http://www.ed.gov/pubs/OSEP95AnlRpt/ch3a.html http://www.ed.gov/pubs/Biennial/314.html http://www.ed.gov/NCES/pubs/ce/c9630a01.html **Print** Blackorby, J., & Wagner, M. (1996). Longitudinal post-school outcomes of youth with disabilities: Findings from the National Longitudinal Transition Study. *Exceptional Children, 62*, 399-413.
Class 3	**www** *An Excellent Review of IDEA and Transition Legislation* http://www.ici.coled.umn.edu/ntn/pub/updates/idea.html *Models of Transition for At Risk Students* http://www.ed.gov/databases/ERIC_Digests/ed321158.html

	Transition Concept Overview (ERIC philosophy statement) http://www.ed.gov/databases/ERIC_Digests/ed350527.html *Facts about School to Work Transition* http://TheArc.org/faqs/transit.html *Questions Asked about Transition* http://www.ldonline.org/ld_indepth/transition/questions_lda.html *Transition Services Overview* http://www.ldonline.org/ld_indepth/iep/ieppub.html *A Source for Much Transition-Related Information* http://www.ed.uiuc.edu/sped/tri/institute.html
Class 4	**www** http://www.aclin.org/other/education/disability/tp/ http://www.sna.com/switp/internet.html http://www.ed.uiuc.edu/sped/tri/transindex.html
Class 5	**www** http://www.ed.gov/databases/ERIC_Digests/ed299458.html http://www.ed.gov/databases/ERIC_Digests/ed304632.html http://www.futurescan.com/ http://www.labor.state.ny.us/youth/youth.htm http://www.keirsey.com/cgi-bin/keirsey/newkts.cgi
Class 6	**www - School-to-Work** *National School to Work Office* http://www.stw.ed.gov/ *An Excellent Legislation Overview - plus many other issues on school-to-work* http://www.flstw.fsu.edu/ *Overview of California's School-to-Work Program - other information* http://wwwstc.cahwnet.gov:80/ *Overview of Colorado's School to Career Program & Learning Activities (see bottom of page)* http://governor.state.co.us/gov_dir/ltgov/schooltowork/index.html *An Excellent Discussion of Career Pathways* http://www.state.nh.us/doe/stwcarer.htm#what *Several School-to-Work Sites and Basic Information* http://www.ncrel.org/sdrs/areas/sw0cont.htm

	A School-to-Work Site Devoted to Students with Disabilities http://www.ici.coled.umn.edu/schooltowork/default.html *The Federal School-to-Work Legislation* http://www.stw.ed.gov/factsht/act.htm **www - SCANS** *Provides an Overview of SCANS* http://www.ed.gov/databases/ERIC_Digests/ed389879.html http://www.ed.gov/databases/ERIC_Digests/ed339749.html **Print** Benz, M. R., Yovanoff, P., & Doren, B. (1997). School-to-work components that predict postschool success for students with and without disabilities. *Exceptional Children, 63,* 151-165.
Class 7	
Class 8	**www** *Parents Working for Transition* http://www.vcu.edu/rrtcweb/techlink/ *Parents' Roles in Transition* http://www.ed.gov/databases/ERIC_Digests/ed282093.html *Parents' Desire for Transitions* http://www.ed.gov/databases/ERIC_Digests/ed363798.html *Family Role in Career Education* http://www.ed.gov/databases/ERIC_Digests/ed389878.html *Parents Helping Parents* http://www.php.com/ *The Beach Center on Families with Disabilities from the University of Kansas - What's nice about this page is that it provides a section for dads who have a child with a disability, be sure to check this out!* http://www.lsi.ukans.edu/beach/beachhp.htm **Print** Boone, R. S. (1992). Involving culturally diverse parents in transition planning. *Career Development for Exceptional Individuals, 15,* 205-221. Hanley-Maxwell, C., Whitney-Thomas, J., & Pogologg, S. M. (1995). The second shock: A qualitative study of parents' perspectives and needs during their child's transition from school to adult life. *Journal of the Association for Persons with Severe Handicaps, 20,* 3-15.

Class 9	**www** *Overviews Self-Determination and Provides Curriculum and Assessment Information* http://TheArc.org/sdet/sdet.html *Explains the Concept of Empowerment and Describes Self-Efficacy* http://www.ed.gov/databases/ERIC_Digests/ed328828.html *Describes Self-Directed Learning* http://www.ed.gov/databases/ERIC_Digests/ed312457.html **Print** Doss, B., & Hatcher, B. (1996). Self-determination as a family affair: Parents' perspectives on self-determination. In D. J. Sands & M. L. Wehmeyer (Eds.), *Self-determination across the life span: Independence and choice for people with disabilities* (pp. 51-64). Baltimore: Paul Brookes Publishing Co. Field, S., & Hoffman, A. (1994). Development of a model for self-determination. *Career Development for Exceptional Individuals, 17,* 159-169. Field, S., Martin, J. E., Miller, R., Ward, M., & Wehmeyer, M. (1997). *A practical guide for teaching self-determination.* Reston, VA: Council for Exceptional Children. Halpern, A. S. (1994). The transition of youth with disabilities to adult life: A position statement of the Division on Career Development and Transition. *The Council for Exceptional Children, 17,* 115-124. Mithaug, D. E., Martin, J. E., & Agran, M. (1987). Adaptability instruction: The goal of transitional programming. *Exceptional Children, 53,* 500-505. Wehmeyer, M., & Schwartz, M. (1997). Self-determination and positive adult outcomes: A follow-up study of youth with mental retardation or learning disabilities. *Exceptional Children, 63,* 245-255.
Class 10	**www** *A Review of the ARC Self-Determination Scale* http://TheArc.org/sdet/sdasspro.html *An Overview of the ARC's Self-Determination Program* http://TheArc.org/sdet/sdet.html
Class 11	**Print** Martin, J. E., Huber Marshall, L., & Maxson, L. L. (1993). Transition policy: Infusing self-determination and self-advocacy into transition programs. *Career Development for Exceptional Individuals, 16,* 53-61. Martin, J. E., & Huber Marshall, L. (1996). ChoiceMaker: Infusing self-determination instruction into the IEP and transition process. In D. J. Sands & M. L. Wehmeyer (Eds.), *Self-determination across the life span: Independence and choice for people with disabilities* (pp. 215-236). Baltimore: Paul Brookes Publishing Co.

	Martin, J. E., & Huber Marshall, L. (1997). ChoiceMaking: Description of a model project. In M. Agran (Ed.), *Self-directed learning* (pp. 224-248). Pacific Grove, CA: Brookes
Class 12	**www** *Reviews authentic assessment, which is a useful procedure to help students learn about their interests, skills, and limits* http://www.ericacve.org/docs/pab00002.htm **Print** Powers, L. E., Sowers, J. A., Turner, A., Nesbitt, M., Knowles, E., & Ellison, R. (1996). Take charge: A model for promoting self-determination among adolescents with challenges. In L. E. Powers, G. H. S. Singer, & J. A. Sowers (Eds.), *On the road to autonomy: promoting self-competence in children and youth with disabilities* (pp. 291-322). Baltimore: Paul Brookes Publishers. Smith, D. J., & Nelson, J. R. (1997). Goal setting, self-monitoring, and self-evaluation for students with disabilities. In M. Agran (Ed.), *Self-directed learning*. Pacific Grove, CA: Brooks/Cole Publishers.
Class 13	
Class 14	**www** *Sample High School Programs* http://www.oursc.k12.ar.us/coop/dept/techprep.html http://www.regiononline.com/~lvbep/ *Results of High School Vocational Training Programs* http://www.cccoes.edu:80/careers/trainin2.htm *Vocational Education Resources* http://pegasus.cc.ucf.edu/%7esorg/vocation.html *National Diffusion Network Career/Vocational Programs* gopher://gopher.ed.gov:70/00/programs/NDN/edprog94/cptw15 *Career-Technical Education Program* http://www.nhgs.tec.va.us/VoTech/VoTech.html *Work Experience Program* http://www.our-hometown.com//NY/Wayne/Newark/work-exp.html **Print Reading** Benz, M.R., & Halpern, A.S. (1993). Vocational and transition services needed and received by students with disabilities during their last year of high school. *Career Development for Exceptional Individuals, 16,* 197-211. Cobb, R.B., & Neubert, D.A. (1992). Vocational education models. In F.R. Rusch, L. DeStefano, J. Chadsey-Rusch, L.A. Phelps, & E. Szymanski (Eds.), *Transition from school to adult life: Models, linkages, and policy*. Sycamore, IL: Sycamore Publishing.

	Kohler, P.D. (1994). On-the-job training: A curricular approach to employment. *Career Development for Exceptional Individuals, 17,* 29-40.
Class 15	**www** *Vocational Assessment Information Written for Parents* gopher://aed.aed.org:70/00/.disability/.nichcy/.online/.transition/.translist/.voc/.vocpub *Different types of Vocational Tests* http://www.crc.ufl.edu/choosing_using.html *A Typical Adult Agency Vocational Assessment Program* http://www.aye.net/~goodwill/vocatreh.htm *Assessing Students for Workplace Readiness* http://vocserve.berkeley.edu/centerFocus/cf15.html *Vocational Evaluation and Work Adjustment Association* http://www.vewaa.org **Print Reading** NICHY. (1990). *Vocational assessment: A guide for parents and professionals [Transition Summary].* Washington, DC: Author.
Class 16	**www** *California School-to-Work Interagency Transition Partnership* http://www.sna.com/switp/ *The Transition Center Project* http://tac.elps.vt.edu/htmldocs/transition.html *Inter-Agency/Community Involvement* http://www.sjcoe.k12.ca.us/SELPA/SELPA_ICI.html **Print Reading** Everson, J.M., & McNulty, K. (1992). Interagency teams: Building local transition programs through parental and professional partnerships. In F.R. Rusch, L. DeStefano, J. Chadsey-Rusch, L.A. Phelps, & E. Szymanski (Eds.), *Transition form school to adult life: Models, linkages, and policy* (pp. 341-351). Sycamore, IL: Sycamore Publishing Co. Benz, M.R., Johnson, D.K., Mikkelsen, K.S., & Lindstrom, L.E. (1995). Improving collaboration between schools and vocational rehabilitation: Stakeholder identified barriers and strategies. *Career Development for Exceptional Individuals, 18,* 133-144.

Class 1

Introduction & Career Development Concepts

. . . .

Topics

- Introduction to the class
- Career development concepts
- Application of career development concepts to student's own life

Lesson Matrix

Objective	*Preparation*	*Time*
1-1. Students will know who is in the class and understand course scope and sequence.	• 3 x 5" note cards • masking tape • class syllabus	60
break		15
1-2. Students will understand major career development concepts.	• O-1.1-1.7 • H-1.1	45
1-3. Students will apply one or more career development concepts to their own life.	• O-1.8 • H-1.2	35
Total Time		155

References

Brown, D., & Brooks, L. (1984). Introduction to career development: Origins, evolution, and current approaches. In D. Brown & L. Brooks (Eds.), *Career choice and development* (pp. 1-7). San Francisco: Jossey-Bass.

Ginzberg, E., Ginsburg, S. W., Axelrad, S., & Herma, J. (1951). *Occupational choice: An approach to a general theory.* New York: Columbia University Press.

Herr, E. L., & Cramer, S. H. (1984). *Career guidance and counseling through the life span.* Boston: Little, Brown, and Co.

Sears, S. (1982). A definition of career guidance terms: A National Vocational Guidance Association perspective. *Vocational Guidance Quarterly, 31*, 137-143.

Super, D. E. (1984). Career and life development. In D. Brown, & L. Brown (Eds.), *Career choice and development* (pp. 1-7). San Francisco: Jossey-Bass.

Super, D. E., & Bohn, M. J. (1970). *Occupational psychology*. Belmont, CA: Wadsworth.

White, W. J., & Biller, E. (1988). Career education for students with handicaps. In R. Gaylord-Ross (Ed.), *Vocational education for persons with handicaps* (pp. 30-64). Mountain View, CA: Mayfield Publishing Co.

Students will know who is in the class and understand course scope and sequence

. . . .

***Time*:**
60 minutes

Script:
Welcome to ________________. The first thing we are going to do is to get to know each other's name and our own history—our employment history. This history will begin our career development discussion.

> ***Activity*:**
> Provide each student a 3 x 5" blank index card and a piece of masking tape. Ask students to write their name on the card and list in historical order each paid or unpaid job they have had. At the end of the list ask students to write their long-term employment goal.
>
> Request students to tape the list to their left front shoulder.
>
> Ask the students to move around the room. As they introduce themselves to each other, they should look at and discuss each other's career background. Have students ask each other, Why did you choose that job? Why did you leave? The instructor should engage in this activity, too.
>
> After class members have looked at each other's card, ask them to sit down where they are. Ask the students:
>
> - What was the most frequent job that you saw?
> - When did most of you get your first job?
> - What was the range and the average number of jobs most people have had?
> - What was the most common long-range vocational goal?
> - How do you think past jobs influenced the choice of a long-range vocational goal?
>
> Vote on the most unique job. Ask the winner to describe that job, why he or she did it, and what impact the job had on other job choices.

***Script*:**
Now that we know each other, let's review the course syllabus.

> ***Activity*:**
> Hand out the class syllabus, and systematically review the information on each page. Pay particular attention to the assignments and their due dates.

Pass around a sheet of paper for students to write their name, address, phone number, and e-mail address. Compile this information and hand it out at the start of class 2 as an aid for students to contact each other.

Lesson for Objective 1-2

Students will understand major career development concepts

Time:
45 minutes

Overview:
Students will learn general career development concepts. You will use the overheads and handouts for lesson 1 to teach this objective. Consider adding the following comments to each overhead and handout item.

Script: Introduction to Overheads
Successful transition from school to the adult world will end in a paid or unpaid occupation or other adult activities including post-high school educational experiences.

Far too many adults have made their post-high school choices by happenstance. Over the past 100 years, much thought has gone into approaches to help people get the most from their occupational choices. As a result, today literally dozens of career development theories exist. Successful transition programs can draw from these to help develop models and interventions. In the next few minutes we will overview major points from some of these theories. Later today we will look at the implications of these points for your own career development choices and for those of people with disabilities.

Script for O-1.1:
Individual Choice
Before the industrial revolution, a worker seldom made active choices in picking a job or a career. The struggle was to simply find a job. The industrial revolution and later changes brought about unprecedented job and career opportunities. The first concept we are going to consider is that of individual choice.

- Show and read O-1.1: Individual Choice
- Ask class for examples of people they may know who are not satisfied with their job. How happy are these people? Are they good workers? How do you think they ended up with these jobs?

Script for O-1.2:
Occupation vs. Career
An occupation is a job that one does now; a career is an accumulation of what is done over a period of years.

- Show and read O-1.2: Occupation vs. Career

Ask class for examples of their careers or of those they know about. What occupations did they have that made up this career?

Script for O-1.3:
Career Development
Career development is simply all those things that impact job choices. Notice the role that chance plays.

- Show and read O-1.3: Career Development
- Ask class for examples of factors that have impacted their own career or of those of other people they know about

Script for O-1.4:
Occupational Choice
A job at any specific time is related to experiences that came before it. These grow over time to reflect a career.

- Show and read O-1.4: Occupational Choice

Script for O-1.5:
Career Development Components
Growth over time leads a person to make more complex occupational choices.

- Show and read O-1.5: Career Development Components

Script for O-1.6 and O-1.7:
Person-Environment Interaction Components:
Factors That Impact Person-Environment Job Matches
Many theorists believe that a good match between what the person wants and the demands of the job makes for a happy person and a good worker.

- Show and read O-1.6: Person-Environment Interaction Components
- Show and read O-1.7: Factors That Impact Person-Environment Job Matches
- Ask the class what job and person traits went into making good or bad matches for jobs that they have had

Script for H-1.1:
Super's Life Career Stages
Super's theory is one of the most famous. He believes that career choices occur over a lifetime. This table summarizes a few of Super's points.

- Hand out and review H-1.1: Super's Life Career Stages

Students will apply one or more career development concepts to their own life

Time:
35 minutes

Script:
You now have a basic understanding of career development theory. Let's see how these apply to your own life. I am going to randomly assign you to groups of three. Use the occupations you listed at the start of the class and the questions on the overhead to discuss your own career development history and future plans.

> ***Activity:***
> Divide the total number of students in class by three. For example, 21 students would result in 7 groups. Ask the students to count off to 3 then assign each group a different section of the room in which to meet.
>
> Show O-1.8: Apply Career Development Concepts to Your Own Life. Allow students 25 minutes to answer the questions. Afterwards, ask a third of the groups to describe what they learned. Summarize the points made by each group on the board. Once completed, discuss the patterns that emerged from the different groups.

Assignment due next class session

Script:
Go to your campus counseling or career development center and ask to complete their career planning assessment and guidance sequence. At many campuses this now consists of a computerized program that will guide a student from initial exploration to more detailed information about occupational openings. At other campuses, this may involve a one-to-one conversation with a counselor and interest inventory testing. Prepare a written summary of this experience using the Career Development Assignment handout included in your syllabus (H-1.2).

Note: Read the www assignment for next week's class before you start this assignment. This will give you an overview of what you may be doing at your career center.

BEST COPY AVAILABLE

O-1.1

Individual Choice

If a person would choose a vocation rather than merely hunt for a job, the worker's satisfaction and success would increase. At the same time employer cost and inefficiency would decrease.

—Brown & Brooks (1984)

O-1.2

Occupation vs. Career

You must keep clear the difference between occupation (what one does) and career (what is done over a period of years).

—Super & Bohn (1970)

O-1.3

Career Development

The total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to shape the career of any given individual over the life span.

—Sears (1982)

O-1.4

Occupational Choice

Occupational choice is a developmental process. It is not a single decision, but a series of decisions made over a period of years. Each decision is related to those which came before.

—Ginzberg et al. (1951)

O-1.5

Career Development Components

- Major jobs (paid and unpaid) a person does across a lifetime
- The developmental growth that helps a person move to a more complex level

—Super (1984)

Person–Environment Interaction Components

- Individuals have stable and measurable traits (skills, needs, interests, etc.)
- Occupations require specific groups of traits
- Successful employment is a match between person and job traits

—Szymanski, Hershenson, Enright, & Ettinger (1996)

Factors That Impact Person–Environment Job Matches

- Skills—competence in doing vocational and social tasks
- Needs and interests—specific to the individual
- Stereotypes and expectations (gender role expectations)
- Significant others model career choices
- Place of residence—limits or expand choices

—Herr & Cramer (1984)

Apply Career Development Concepts to Your Own Life

Choose a recorder-spokesperson and a time keeper.

1. Introduce yourself to your group members.
2. Review the paid and unpaid jobs on each person's card. Discuss the factors involved in choosing each job.
3. Discuss the person and job traits and factors associated at the different jobs. What traits and factors lead to satisfaction and dissatisfaction?
4. In looking at each person's profile, what decisions have been made so far about each person's career.

Super's Life Career Stages

Stage	*Adolescence (14-25)*	*Early Adulthood (25-45)*	*Middle Adulthood (45-65)*	*Late Adulthood (over 65)*
Growth	developing a realistic self-concept	learning to relate to others	accepting limitations	developing avocational interests
Exploration	learning about opportunities	finding opportunities to do preferred work	identifying new challenges	finding a place to retire
Establishment	getting started in a chosen field	securing a permanent position	developing new skills	doing what before was just dreamed about
Maintenance	verifying current occupation	making position secure	holding own against competition	doing enjoyable activities
Decline	giving less time to hobbies	reducing involvement in sports	focusing on essentials	cutting back on working

SOURCE: Reprinted with permission from D.E. Super, "Career and Life Development," in D. Brown, L. Brooks and Associates (Eds.) (1984), *Career Choice and Development*. Copyright © 1984 Jossey-Bass Inc., Publishers.

Career Development Assignment

Instructions
Go to your campus counseling or career development center and ask to complete their career planning assessment and guidance sequence. At many campuses this now consists of a computerized program that will guide a student from initial exploration to more detailed information about occupational openings. At other campuses, this may involve one-to-one conversation with a counselor and interest inventory testing.

Describe your experience
Describe the services available to you and what you did

Describe the results of your career guidance session
- Discuss the results
- Attach a copy of any printouts or test information

Answer each of these questions
- What did you think of the career planning experience?
- Do you think the results match who you are?
- Was this a useful experience? Why or why not?
- What implications do the results have upon your own educational and career development plans?

Class 2

The Need for Transition Services

Topics

- Presentation of each student's career planning assessment
- Results of nationwide special education outcome studies
- The need for transition services

Lesson Matrix

Objective	*Preparation*	*Time*
2-1. Students will practice presentation skills and present results of career planning assignment.	be prepared to give students written feedback on presentation skills	50-60
break		15
2-2. Students will understand the results of post-school followup studies as evidence of the need for transition programming.	• arrange for a reaction panel to respond to the outcome data • read articles, instructor prep, and "executive summary" before class • H-2.1 and 2.2 • O-2.1-2.4	80
Total Time		155

References

Blackorby, J., & Wagner, M. (1996). Longitudinal post-school outcomes of youth with disabilities: Findings from the National Longitudinal Transition Study. *Exceptional Children*, 62, 399-413.

Halpern, A. S., Yavanoff, P., Doren, B., & Benz, M. R. (1995). Predicting participation in postsecondary education for school learners with disabilities. *Exceptional Children*, 62, 151-164.

Wagner, M., et al. (1991). *Youth with disabilities: How are they doing? The first comprehensive report from the national longitudinal transition study of special education students*. Menlo Park, CA: SRI International.

Student Readings

Print

Blackorby, J., & Wagner, M. (1996). Longitudinal post-school outcomes of youth with disabilities: Findings from the National Longitudinal Transition Study. *Exceptional Children*, 62, 399-413.

WWW

Reviews the different types of computer-based career information systems—similar to what you completed for this week's assignment.

http://www.ericacve.org/docs/dig170.htm

http://www.crc.ufl.edu/choosing_using.html

Each of these examines post-school outcome data

http://www.ed.gov/pubs/OSEP95AnlRpt/ch3a.html

http://www.ed.gov/pubs/Biennial/314.html

http://www.ed.gov/NCES/pubs/ce/c9630a01.html

Students will practice presentation skills and present results of career development assignment

. . . .

Time:
50–60 minutes

Overview:
The purpose behind the career development assignment is to help students develop an understanding of their own career development plan as well as their interests.
In-class presentation of the results will provide you the opportunity to conclude this topic by asking broad-based career development concept questions that will help establish the need for systematic career development activities for students with disabilities.

Script:
We are going to begin class today with several of you presenting to us the results of your career assessment and planning appointments. Please use your assignment writeup to help with your presentation. Don't read your paper to us, but describe the major sections and your reactions.

> ***Activity:***
> Tell the students that during the semester they will present in front of the class several times. Ask the students to come to the front of the class and present the results of their project. If you wish, provide written feedback about their presentation style. These comments will be helpful to many students who lack experience in presenting in front of their class peers. Ask questions about their content and conclusions. Ask approximately 6-7 students to present on their experiences, for about 5 minutes each.
>
> After the presentations, randomly assign students to cooperative discussion groups to review the major findings of the presentations and to speculate about related issues.

Script for Summarizing Presentations and Group Discussions:
We've heard the results from several interesting interviews. With these in mind, plus the results from your own interview:

- What did you learn from these presentations?
- How many jobs do you think most people work at in a lifetime?
- Do the first few jobs end up being the ones they work at for years and years?
- How do most people end up in the jobs that define their careers?
- How much career development assistance do you think most people received?

Students will understand the need for transition programming

Time:
80 minutes

Before Class Preparation:
Read the *Executive Summary*, the assigned student article, and the www pages before class. You may also want to add your own favorite data to the presentation.

Arrange for a panel of teachers, administrators, and parents to react to the data. Be sure you send them any needed parking permits and directions to get to your class room. Tell the guests to arrive 30 to 35 minutes after class starts.

Overview:
The data from the SRI national transition study show beyond the shadow of a doubt why we need transition programming. In today's class you will review the study, its findings, and draw out the implications. As you present the data to the students, allow ample time for discussion.

Many local communities have completed post-school followup studies. You may want to either bring that data in and share it, or ask someone from the local school system or state department of education to review it with your class. You may also want to bring into the discussion facts from the *Exceptional Children* article or the executive summary that are not included in the overheads and handouts.

To prepare for this lesson, read the NLTS Executive Summary, and the Blackorby and Wagner (1996) article. It will be helpful, too, if you familiarize yourself with the charts and tables. Use the script for each overhead to help introduce and lead a discussion about the points made with each graphic.

To begin looking at the data, first explain to students the explanatory questions the study asked (listed below), then briefly look at the study's conceptual framework (H-2.1)

> **Reaction Panel:**
> Arrange for a panel of teachers, special education administrators, and parents of youth with disabilities to attend class to react to the data. This panel would be an excellent forum for getting local reaction to the need for transitional programming and to begin the discussion of what to do. It will also introduce students to some of the career education and transition leaders from your community.
>
> Be sure to follow up their visit with thank-you letters.

Script:
Over the last decade, numerous studies have documented the plight of special education students as they leave school. A few years ago, Congress commissioned a national study of the post-school outcomes of special education students. This study, perhaps one of the largest ever done with students receiving special education services, paints a picture that should stir us all to action. Today we are going to review the major findings of this study. The article and the www pages you read for today's class summarize a few of the points. We will now review some of these data, but more importantly, we will draw conclusions from these data about what is needed to help prepare students for a successful school-to-adult world transition. Before we look at the data, I would like to tell you the three explanatory questions the SRI study asked.

These questions were:

1. What factors combine to explain the educational experiences of youth with disabilities?
2. What factors explain the educational, employment, and independence outcomes of youth with disabilities?
3. What explains the paths youth took through secondary school and beyond with respect to services, experiences, and outcomes?

The data came from a parent telephone survey, an analysis of school records, a survey of secondary special education programs, and two explanatory substudies. Over 8,000 student histories were studied, with different numbers included in each part of the study.

The conclusion of the study is that many youth with disabilities are accomplishing significant achievements. However, a sizable percentage failed courses, dropped out, are not socially integrated, and failed to become engaged in productive activities after secondary school. Our challenge is to help more students be successful after leaving school. Now let's look at some of the major data charts and figures. (Discussion of the overheads and data should take about 30–40 minutes.)

Script for H-2.1:
Conceptual Framework of Transition Experiences and Outcomes of Youth with Disabilties
Every study is based upon a conceptual framework. To answer the questions this study asked, a broad conceptual framework was needed. Look at handout 2-1. It consists of six items divided into secondary and postsecondary sections. [Review each box and the examples.]

Script for O-2.1:
Federal Definitions of Special Education Disabiltiies Categories

The study's student sample matched the actual types of students that exist in our nation's schools. To make sense of these data, we need to first visit the categorical definitions used in this study. This is important because many states use different names for the disability categories used in the study. For instance, in Colorado the term SLIC (significant limited intellectual capacity) is used for mentally retarded. This overhead explains each disability category included in the study. [Review the overhead.]

Script for O-2.2:
Employment Rates of Out-of-School Youth with Disabilities

Look at this overhead. [Explain the legend.] Overall, about 46% of the former students held a job at the time of the study. About 70% had held a paid job the previous year. What does this mean to you?

Look at the overhead again by disability category. Name the category with the best current employment record. Which group did the worst? [Go through the other categories and review the data.]

In comparison, over 60% of former nonhandicapped students worked compared to 46% of former students with a special education background. Remember, too, that many of the jobs students with disabilities held were part-time.

Script for H-2.2:
Factors Related to Employment Status: Full Model

This handout shows the factors related to employment. What I want you to do is to go down the second column and circle all the factors and numbers that have an asterisk (*) beside it. Those factors with asterisks are significantly related to employment. Now, put a star beside those factors that the school can impact. Of the significant factors, the school can impact only a few. Let's look at those: we can teach student self-care skills; we can provide a rich curriculum that encourages the student to stay in school; we can provide students with vocational education courses; and we can provide students actual work experience. What are the categories that we can't impact?

Notice, too, the categories that were not significant: percent of time in regular education; attending a special school; and type of home.

What do these numbers suggest to you?

Script for O-2.3:
Employment Rates for Out-of-School Youth with Disabilities and Youth in the General Population

This overhead shows two interesting sets of data. First, let's look at the comparison population. This was a group of nondisabled youth with characteristics similar to those of the sample of youths with disabilities. Note that more nondisabled males and females worked compared to their peers with disabilities. Now, let's look at the gender gap. Only 30% of the females with disabilities were employed compared to 54% of the males. Does this show the greater difficulty young women with disabilities experience in getting a place in the labor market? Or does this show something else? What do you think of this finding? (Allow students to comment about the findings.)

Script for O-2.4:
Types of Postsecondary Schools Attended by High School Exiters with Disabilities
Few students with a special education background go on to postsecondary education. In fact, 86% don't. Of those 14% who do, most go to a trade school (9%), or a 2-year college (4%).

A few years after leaving school, as talked about in the *Exceptional Children* article, more former students do enroll in a postsecondary program. But even so, the total number who attend is dramatically lower than for nondisabled peers.

> ***Reaction Panel:***
> Introduce the members of the reaction panel to the class. Ask them to respond to the results and explain why the data suggest a need for transitional programming. Ask the panel what the community's post-school numbers look like. [If the local community hasn't conducted a study, ask for their subjective impressions.] Ask the panel to discuss the implications for current educational practice. What post-school goals do the local schools have for their students with disabilties? (The discussion panel should take about 40-50 minutes.)

Assignment due next class session

- Type a 1- to 2-page reaction log about class 2

Executive Summary

Wagner, M., et al. (1991) *Youth with disabilities: How are they doing? The first comprehensive report from the national longitudinal transition study of special education students/* Menlo Park, CA: SRI International.

. . . .

Concern for the obstacles young people with disabilities face as they try to make a successful transition from secondary school to adulthood has focused a spotlight on transition issues, transition programming, and transition research. Much of the resulting federal, state, and local policymaking and program development has gone on in the absence of fairly basic information on the nature and scope of the transition problems youth with disabilities have nationally. In 1983, the U.S. Congress mandated that the U.S. Department of Education commission a national study of the transition experiences of youth with disabilities in secondary school and beyond. In 1985, under contract to the U.S. Office of special Education Programs, SRI International began to develop the design, sample and data collection instruments for such a study. Under a separate contract, SRI initiated the National Longitudinal Transition Study of Special Education Students (NLTS) in 1987.

Study Overview

The NLTS includes more than 8,000 youth who were ages 13 to 21 and secondary school students in special education in the 1985-86 school year. The sample is nationally representative and permits generalizations to youth as a whole, as well as to youth in each of the 11 federal special education disability categories. Experiences of youth are described in three crucial domains:

- *Education*. What were the secondary school programs and experiences of youth with disabilities? How did they do in school? In what ways did they leave school? In what kinds of postsecondary schools did they enroll?

- *Employment.* To what extent did youth with disabilities find jobs during and after secondary school? What did they do? What did they earn?

- *Personal independence*. How socially integrated were young people with disabilities? Were they mastering tasks required for personal independence? Were they establishing independent living situations after secondary school?

In addition to these descriptive questions, explanatory questions were also asked. What kinds of youth were succeeding in these domains; what kinds of youth were struggling? What school factors were associated with greater rate of success in school, in the working world, and in achieving independence?

To address these questions, the NLTS conducted telephone interviews with parents, abstracted information from students' school records for their most recent year in secondary school, and surveyed educators in the school attended by sample students. In 1989, this extensive database was supplemented with data from interviews for a subsample of more than 800 parents and/or youth who were classified as learning disabled, speech impaired, emotionally disturbed, or mildly/moderately mentally retarded and who at that time had been out of secondary school between 2 and 4 years. *Youth with Disabilities: How Are They Doing?* is a comprehensive report of analyses of 1987 and 1989 data. (Additional data form 1990-91 will be reported in subsequent documents.)

Major Findings

Characteristics of Youth with Disabilities

The kinds of disabilities students have and their severity are both important influences on students' experiences and outcomes. More than half of youth who were students in secondary special education in the 1985-86 school year were classified by their schools or school districts as learning disabled, and another 1 in 4 were classified as mentally retarded. Along with the 10% of students with emotional disturbances, these categories accounted for most secondary students in special education. Beyond their primary disabilities, almost 1 in 5 youth were reported to have an additional disability that further challenged them educationally. Basic functional mental skills were difficult for many. Parents of only 57% of youth rated as high their son's/daughter's ability to perform basic functional mental tasks, such as reading signs and counting change; percentage ranged form 68% of youth with speech impairments to one-third of those with mental retardation and 7% of those who were deaf/blind. The average IQ score was 79, with a range form 93 for deaf youth to 50 for those who were deaf/blind.

Youth with disabilities differed from their nondisabled peers in ways other than their disabilities. Males predominated among youth with disabilities, being the majority in all disability categories except deaf/blind, and outnumbering females by 3 to 1 in the learning disabled and emotionally disturbed categories. Because young men and women often have markedly different transition experiences, the predominance of males, particularly in some categories, is an important context for interpreting their outcomes. Further, the percentage of youth with disabilities who were black was about twice as high as the percentage in the general population. Youth with disabilities were more likely than the general population of youth to come from households that were poor, headed by a single parent, and not living in a suburban community. Factors such as these have long been shown to present their own challenges to achievement in school and beyond.

Secondary School Programs of Students in Regular Schools

More than 90% of students in secondary special education attended regular schools with nondisabled students in their most recent school year. Of regular school students selected for the NLTS sample in the 1985-86 school year, the majority (70%) were in high schools by 1986-87. About 8% of students attended middle schools, and 1 in 5 students attended schools serving another combination of grades. Schools generally were large. High schools averaged 1,151 students; middle schools and schools serving other grade-level combinations were somewhat smaller. On average, secondary special education students made up about 9% of the schools' student bodies, and they tended to cluster in schools with other students with the same disabilities.

In their regular secondary schools, special education students generally had access to life skills and vocational programs that might help to prepare them for the transition to adulthood, although access was not equally distributed. About 9 of 10 students had access to life skills training (although that training generally did not include community-based experiences). Job counseling and job readiness programs also were reported to be available in schools attended by 9 of 10 students, whereas job placement and work experience programs were available in schools attended by about 6 of 10 students. But programs were not likely to be available to students until they reached senior high school grade levels, and even in the upper grades, many students did not have access to the programs the NLTS examined. For example, 1 in 5 students in 12th grade did not have access to school-sponsored job skills training. Programs were least likely to be available to students who were not assigned to a specific grade level, students who tended to be more severely impaired than students at specific grade levels.

Beyond questions of program access, the courses actually taken by students tended to include a mix of academic, vocational, and nonacademic classes. Among students in most disability categories, more than 90% took at least one academic course in their most recent school year. The average academic course load was 4 courses per week, although academic courses were a larger part of the day for students in the lower grades than in 11th or 12th grade, when vocational courses played a bigger role. Almost two-thirds of students with disabilities took at least one vocational education course in their most recent school year (either prevocational, occupationally specific, or home economics), usually one such course per week. Among students taking vocational education, 86% took training in a specific labor market area. However, young women who took vocational courses were significantly less likely than males to take vocational courses that were occupationally specific. Women also were more likely to receive training be in office occupations or food or personal services, whereas men concentrated in construction and machine trades.

The large majority of students with disabilities (86%) took at least some of their courses in regular education classes. The average amount of class time in regular education was 56%, although this percentage ranged widely, from 77% for students with speech impairments to 19% for students with multiple handicaps. Overall, 17% of students took all of their courses in regular education classes, including 5% of students who had been in special education in the 1985-86 school year but had since been declassified.

Variation in the amount of time spent in regular education classes was attributable largely to disability-related factors, as intended by law. However, more time was spent in regular education classes by students who were from higher-income households and by those who were younger, irrespective of disability factors. Significant regional differences also were apparent. Students spent significantly more time in regular education, independent of other factors, if they took occupationally specific vocational training or nonacademic classes or if they attended schools that reported having particular policies supporting mainstreamed student and their regular education teachers.

To support their educational programs, about half of secondary students with disabilities were reported to have received from their schools speech therapy, occupational therapy, personal counseling, help from a tutor/reader/interpreter, or physical therapy/mobility training. However, each service was provided to only a minority of youth. For example, personal counseling was provided by schools to 16% of youth with disabilities as a whole, and to 36% of youth classified as emotionally disturbed. Speech therapy was reportedly provided to 18% of students with disabilities as a whole, and to 54% of those classified as speech impaired.

Secondary School Programs of Students in Special Schools

In examining the school programs of students in special schools, the NLTS focused on students in the three disability categories with the highest proportion of students attending special schools—deaf, visually impaired, and multiply handicapped—comparing those who attended special schools with those enrolled in regular schools.

Special schools generally served students who were more severely disabled and economically disadvantaged than regular school students in the selected disability categories. Special schools also featured significantly fewer students and students who were much more likely to represent the full age span of elementary and secondary grades than did regular schools. Sensory-impaired students attending special schools were more likely to have a greater percentage of their fellow students come from low-income households than were similar students who attended regular schools.

Compared with regular schools, special schools emphasized vocational and life skills training over academics. They were much more likely to make such programs available, to make them available in earlier grades, and to include a greater emphasis on community-based experiences in them. Consequently, special school students were more likely than regular school students with the same kinds of disabilities to participate in vocational courses and less likely to have taken academic courses in their most recent school year. Perhaps reflecting their generally more severe disabilities, special school students were more likely to have received personal counseling, occupational therapy or life skills training, or physical therapy/mobility training from their schools in their most recent school year.

Secondary School Performance

The NLTS considered four aspects of students' performance in their most recent school year: absenteeism, grades, minimum competency test performance, and being retrained at grade level. Judged by these measures, many secondary students with disabilities were having a difficult time in school. Students averaged 15 days absent per year, and one-third failed at least one course in their most recent school year. Fewer than half of students who took minimum competency tests passed all of the test, and almost 1 in 10 students who remained in school were retained at their grade level at the end of the school year. Absenteeism, course failure, and retention were significantly more common for youth in some disability categories, particularly those classified as emotionally disturbed. Absenteeism was highest and grade performance lowest among 9th-graders.

These aspects of school performance were strongly related. High absenteeism was strongly related to a higher probability of course failure. Together, course failure and higher absenteeism were powerful predictors of grade retention. However, student characteristics, such as age, gender, and ethnicity, also related significantly to various measures of student performance, as did behavioral factors, such as the absence of social bonds reflected in lack of affiliation with school or community groups, and the tendency to get into conflicts that resulted in disciplinary actions. Further, findings suggest that there is potential for schools to shape educational experiences for students with disabilities in ways that will support them in coming to school and achieving in school. Occupational training is one example of an educational intervention that related significantly in the desired way to several measures of students' school performance.

Secondary School Completion

More than half of youth with disabilities who left secondary school in a 2-year period did so by graduating (56%), and three-fourths of those graduates were reported by their schools to have been awarded regular diplomas. Almost one-third of school leavers with disabilities dropped out of school (32%), a significantly higher dropout rate than for the general population of youth. The dropout rate was highest for youth with emotional disturbances (50%) and lowest for students who were deaf/blind (8%). For many youth, dropping out appears to have been a continuation of a cluster of student behaviors that included failing courses, high absenteeism, disciplinary problems, and lack of social affiliation with school or community groups. More than 1 in 5 female dropouts left school because of marriage or pregnancy. Once students dropped out of school, they were unlikely to continue their secondary educations in the subsequent 2 years.

NLTS findings suggest that early school leaving is not impervious to influence by the schools. Enrollment in occupationally oriented vocational education and receipt of tutoring assistance and personal counseling each was significantly related to a lower probability of dropping out of school. combined with school factors that were related to a lower probability of dropping out of school, combine school factors that were related to better grade performance and lower absenteeism, with their indirect relationships to lower dropout rates, there appear to be several leverage points offering the potential for reducing the rate at which students drop out of school.

Social Integration

The NLTS examined several aspects of the social activities of youth with disabilities—their frequency of seeing friends, memberships in school and community groups, and for youth no longer in secondary school, marriage. It also considered the flip side of social integration, the extent to which young people with disabilities were reported by parents ever to have been arrested.

- *Friendship interactions.* A small proportion of students (14%) were reported by parents to be relatively socially isolated, either never seeing friends or seeing them

60

less than once a week. Social isolation was more common among students who were lower functioning and more severely disabled, female, older than their peers, and taking fewer regular education classes—other factors being equal. Rates of social isolation were similar for secondary school students and those recently out of school, but increased significantly as the length of time since leaving secondary school increased.

Among students who saw friends at least weekly, almost 40% socialized 6 or more days a week. Youth with emotional disabilities, males, and students who had had disciplinary problems were significantly more likely than others to see friends often. The frequency of seeing friends was relatively stable in the first 2 years after high school. As the length of time since leaving secondary school increased, significantly fewer youth saw friends often.

- *Group memberships.* Overall, 41% of secondary school students were reported by parents to have belonged to a school or community group in the preceding year, although group participation was significantly less common among students categorized as multiply handicapped, mentally retarded, or emotionally disturbed. Students from lower-income households, those attending urban schools, those who were older than their peers, and youth who exhibited asocial behaviors were less likely to belong to groups when disability, demographic, and school factors were controlled. Students who spent more time in regular education classrooms were more likely to be group members, even when controlling for severity of disability. Rates of group membership for youth who were out of secondary school were about half the rates of those still in school (20% vs. 41%). Rates continued to decline marginally in the subsequent 2 years for youth in selected disability categories.
- *Marriage.* Few youth who had been out of school up to 2 years were married or living with someone of the opposite sex (6%). Two years later, among youth in selected disability categories, 17% were married or living with someone of the opposite sex. Youth with milder impairments were more likely to be married, as were young women with disabilities and those who had dropped out of high school.
- *Arrest rates.* More than 1 in 10 youth with disabilities (12%) were reported by parents to have been arrested; rates were 9% for secondary school students and 19% for youth out of school up to 2 years. Among youth in selected disability categories who had been out of school between 2 and 4 years, another 7% had been arrested for the first time in the preceding 2 years. Much of the arrest rate for youth with disabilities was attributable to youth who were classified as emotionally disturbed. Males, minorities, and those from single-parent households also were significantly more likely to have been arrested—other factors being equal.
- We find a cluster of poor transition outcomes for youth who had at some time been arrested. They were significantly more likely to be absent from school frequently, to receive failing course grades, and to drop out of school than youth who had never been arrested. They also were much more likely to see

friends frequently and much less likely to belong to organized school or community groups.

Personal and Residential Independence

The NLTS focused on several issues regarding youths' personal independence, including a variety of household maintenance skills, financial management activities, and living arrangements.

- *Household care activities.* Youth with disabilities generally were quite involved in household responsibilities. A large majority of youth in most disability categories were reported by parents to perform each of four chores investigated by the NLTS at least "sometimes." The exception was that half or more youth with physical or multiple handicaps rarely did household chores. Females and older youth were more frequently responsible for household chores, regardless of disability category. Black youth and those from single-parent households also were significantly more likely than others to do household chores often.
- *Financial management activities.* The majority of out-of-school youth with disabilities did not use common financial management tools. Having a savings account was the most frequent activity, yet fewer than half of the youth had them; fewer than 1 in 10 had checking accounts or credit cards in their own name. Less severely disabled youth were much more likely to use each of these financial management tools. Youth from more affluent households were more likely to have savings accounts, and working youth were more likely to have savings accounts or credit cards. Considerably more youth in selected disability categories had checking accounts or credit cards when they had been out of school 2 to 4 years than had them when they had been out of school less than 2 years.
- *Residential independence.* Most youth with disabilities lived with a parent or legal guardian. Among secondary school students, the minority who were not living with a parent still were likely to be living in a family setting—with an aunt, uncle, grandparent, or adult sibling.

  In the first 2 years after high school, 12% of youth with disabilities were reported by parents to be living independently (alone, with a spouse or roommate, in a college dormitory, or in military housing). Youth classified as learning disabled, visually impaired, deaf, or hard of hearing were the most independent, whereas those classified as orthopedically or multiply impaired (including deaf/blind) or mentally retarded were the least likely to be living independently. Financial independence related to residential independence, which was more common among youth who were working and among youth who had been out of school longer, with more than one-third of youth in selected disability categories living independently when they had been out of secondary school 3 to 4 years. Looking to the future, parents of about three-fourths of youth still living at home expected that the youth eventually would live away from home, on their own, without supervision. However, almost half of youth with mental retardation or orthopedic or other health impairments and three-fourths of those with multiple handicaps were expected to require a supervised living arrangement.

Employment

Many students with disabilities were gaining work experience during secondary school. Parents reported that 15% of students with disabilities in grades 7 through 11 had had work-study jobs in the preceding year, and more than half (56%) had had paid jobs of some kind, a rate quite similar to figures for youth as a whole. Students classified as learning disabled or emotionally disturbed had among the highest rates of paid employment; work-study jobs were more common for youth classified as mentally retarded, deaf, or multiply handicapped. Work-study employment was almost equal among males and females, but males were much more likely to have had paid jobs of any kind (61% vs. 46%). Employment was more common among youth at higher grade levels.

SOURCE: Wagner, M., et al. (1991). *Youth with disabilities: How are they doing? The first comprehensive report from the national longitudinal transition study of special education students.* Menlo Park, CA: SRI International. (Reprinted with permission.)

O-2.1

Federal Definitions of Special Education Disability Categories

Specific learning disability.

A disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, write, spell, or to do mathematical calculations; this includes perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia, but does not include learning problems resulting from visual, hearing, or motor handicaps, or from mental retardation.

Federal Definitions of Special Education Disability Categories

Seriously emotionally disturbed.

Exhibition of behavior disorders over a long period of time that adversely affect educational performance; this includes an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behaviors or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems.

Federal Definitions of Special Education Disability Categories

Speech impaired.

Communication disorders, such as stuttering, impaired articulation, language or voice impairments, that adversely affect educational performance.

Mentally retarded.

Significantly subaverage general intellectual functioning with concurrent deficits in adaptive behavior that were manifested in the developmental period and that adversely affect educational performance.

Federal Definitions of Special Education Disability Categories

Visually impaired.

A visual impairment that, even with correction, adversely affects educational performance, including students who are partially sighted or completely blind.

Hard of hearing.

A hearing impairment, permanent or fluctuating, that adversely affects educational performance but that is not included in the deaf category.

Federal Definitions of Special Education Disability Categories

Deaf.

A hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

Orthopedically impaired.

A severe orthopedic impairment that adversely affects educational performance, including those caused by congenital anomaly, disease, or other causes.

Federal Definitions of Special Education Disability Categories

Other health impaired.

Limited strength, vitality, or alertness due to chronic or acute health problems that adversely affect educational performance (includes autistic students).

Multiply handicapped.

Concomitant impairments, the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments (does not include deaf/blind).

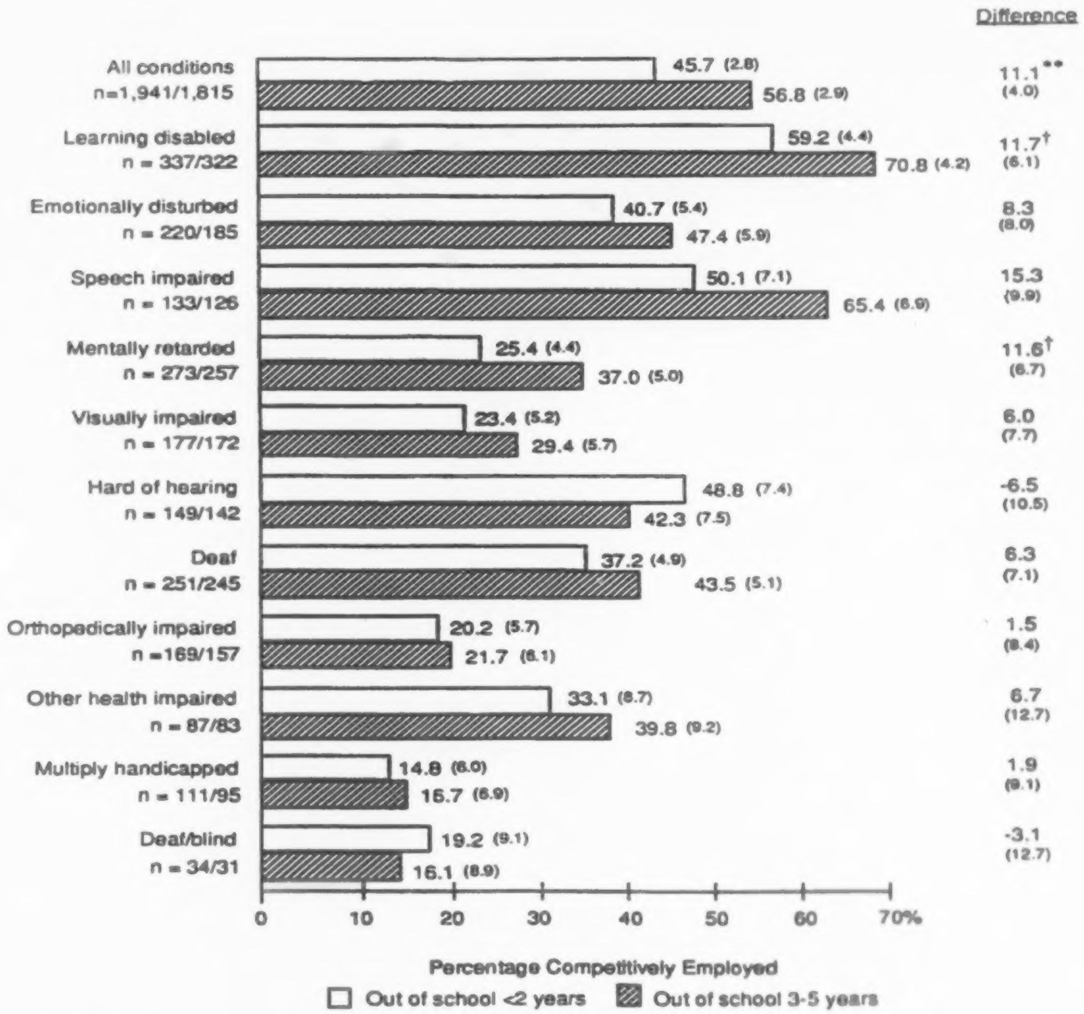
O-2.1 (part 7)

Federal Definitions of Special Education Disability Categories

Deaf/blind.

Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind students.

Employment Rates for Out-of-School Youth with Disabilities



Standard errors are in parentheses.
† p<.10, ** p<.01

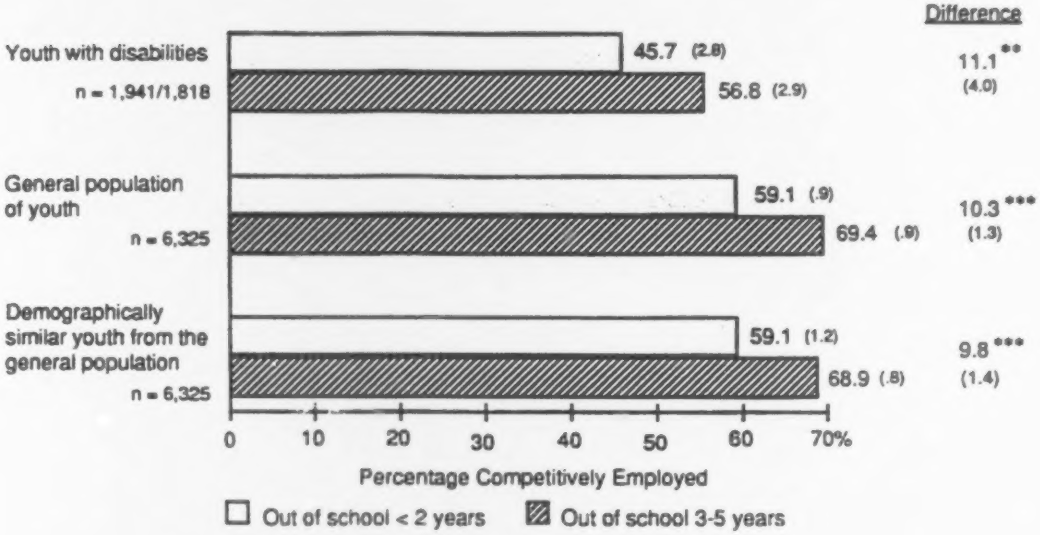
FIGURE 4-3 TRENDS IN COMPETITIVE EMPLOYMENT, BY DISABILITY CATEGORY

SOURCE: Wagner, M., et al. (1992). *What happens next? Trends in postschool outcomes of youth with disabilities. The second comprehensive report from the national longitudinal transition study of special education students.*. Menlo Park, CA: SRI International. (Reprinted with permission.)

BEST COPY AVAILABLE

O-2.3

Employment Rates for Out-of-School Youth with Disabilities and Youth in the General Population



Standard errors are in parentheses.
** p<.01; ***p<.001

FIGURE 4-2 TRENDS IN RATES OF COMPETITIVE EMPLOYMENT FOR YOUTH WITH DISABILITIES AND THE GENERAL POPULATION OF YOUTH

SOURCE: Wagner, M., et al. (1992). *What happens next? Trends in postschool outcomes of youth with disabilities. The second comprehensive report from the national longitudinal transition study of special education students.*. Menlo Park, CA: SRI International. (Reprinted with permission.)

Types of Postsecondary Schools Attended By High School Exiters with Disabilities

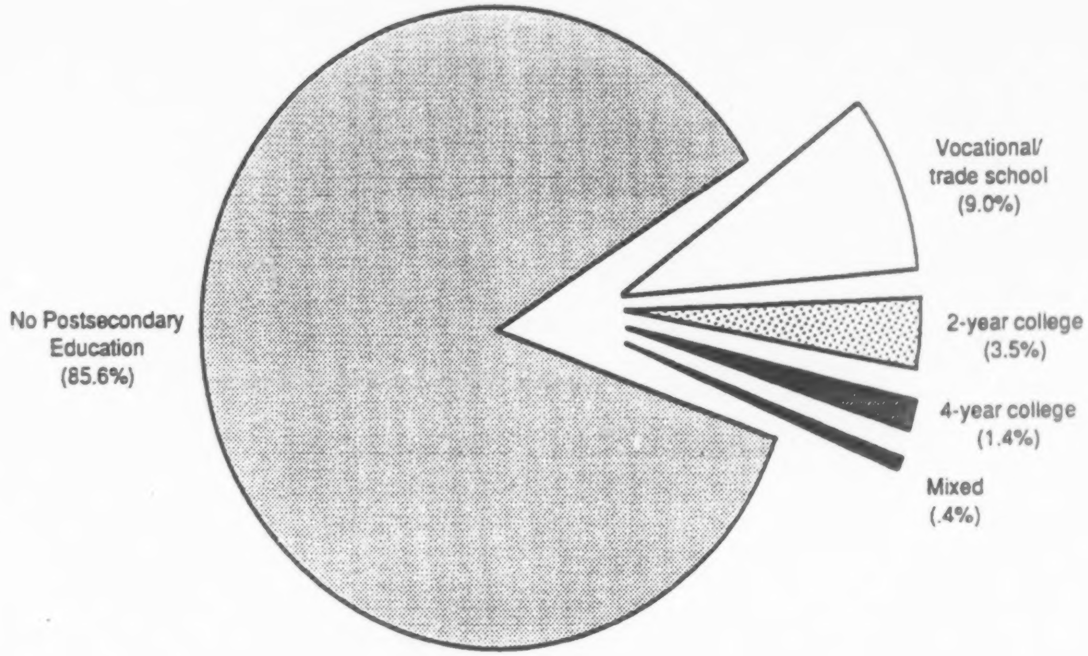
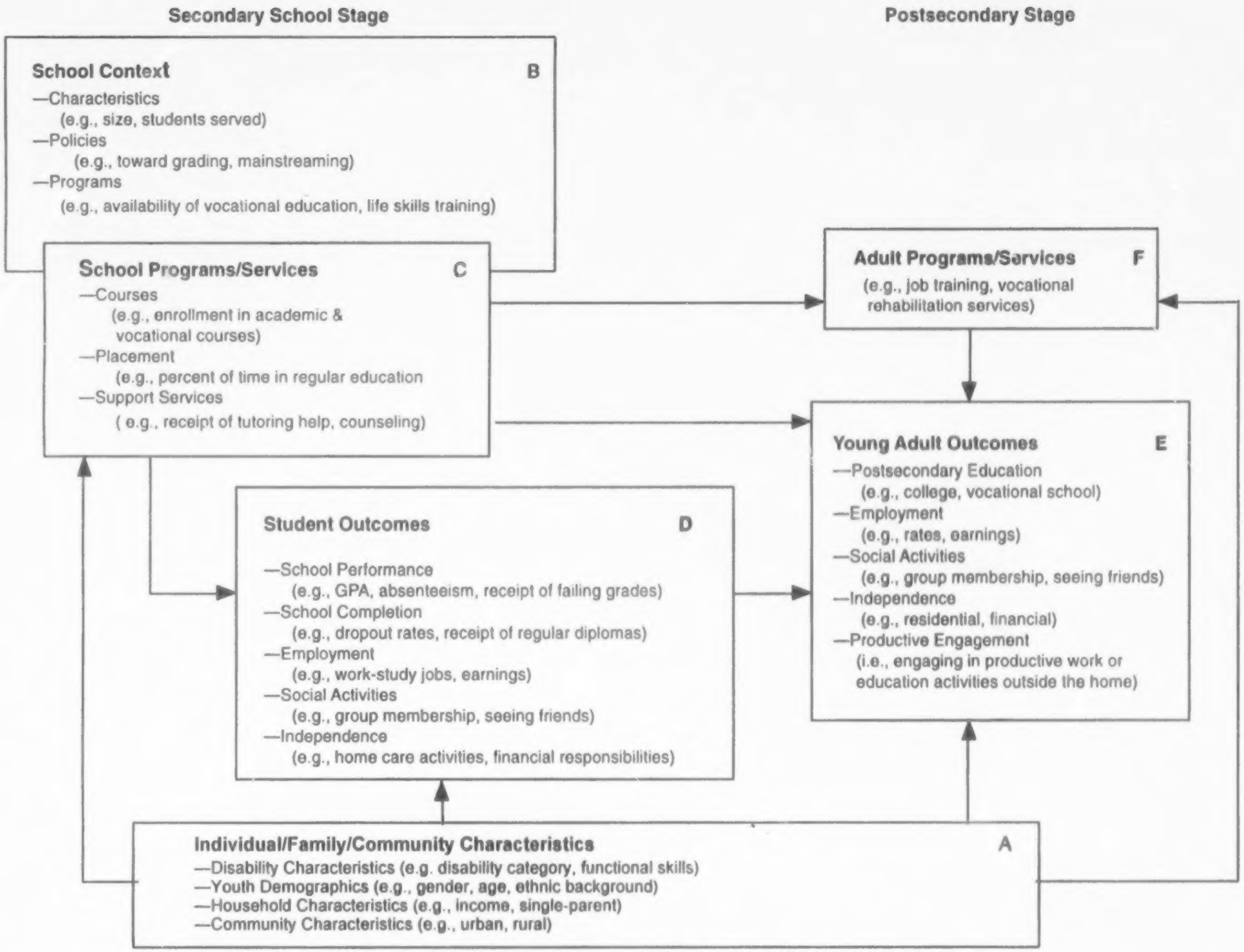


FIGURE 9-1 TYPES OF POSTSECONDARY SCHOOLS ATTENDED BY HIGH SCHOOL EXITERS WITH DISABILITIES (n=2,557)

Source: Parent interviews.

SOURCE: Wagner, M., et al. (1991). *Youth with disabilities: How are they doing? The first comprehensive report from the national longitudinal transition study of special education students.* Menlo Park, CA: SRI International. (Reprinted with permission.)

Conceptual Framework of Transition Experiences and Outcomes of Youth with Disabilities


Secondary School Stage
Postsecondary Stage
School Context B
—Characteristics (e.g., size, students served)
—Policies (e.g., toward grading, mainstreaming)
—Programs (e.g., availability of vocational education, life skills training)
School Programs/Services C
—Courses (e.g., enrollment in academic & vocational courses)
—Placement (e.g., percent of time in regular education
—Support Services (e.g., receipt of tutoring help, counseling)
Student Outcomes D
—School Performance (e.g., GPA, absenteeism, receipt of failing grades)
—School Completion (e.g., dropout rates, receipt of regular diplomas)
—Employment (e.g., work-study jobs, earnings)
—Social Activities (e.g., group membership, seeing friends)
—Independence (e.g., home care activities, financial responsibilities)
Adult Programs/Services F
(e.g., job training, vocational rehabilitation services)
Young Adult Outcomes E
—Postsecondary Education (e.g., college, vocational school)
—Employment (e.g., rates, earnings)
—Social Activities (e.g., group membership, seeing friends)
—Independence (e.g., residential, financial)
—Productive Engagement (i.e., engaging in productive work or education activities outside the home)
Individual/Family/Community Characteristics A
—Disability Characteristics (e.g. disability category, functional skills)
—Youth Demographics (e.g., gender, age, ethnic background)
—Household Characteristics (e.g., income, single-parent)
—Community Characteristics (e.g., urban, rural)

From: Wagner, M., et al. (1991). *Youth with disabilities: How are they doing? The first comprehensive report from the national longitudinal transition study of special education students.* Menlo Park, CA: SRI International. (Reprinted with permission.)

BEST COPY AVAILABLE

Factors Related to Employment Status: *Full Model*

		Change in Estimated Probability	
Variable	Coefficient	Amount	For Increment
Disability characteristics			
Disability Category			
Emotionally disturbed	-.44	-11.0	Emotionally disturbed vs. learning disabled
Speech impaired	-.07	-1.8	Speech impaired vs. learning disabled
Mildly/moderately mentally retarded	-.60*	-15.0	Mentally retarded vs. learning disabled
Visually impaired	-1.17***	-27.6	Visually impaired vs. learning disabled
Hard of hearing	-.41	-10.2	Hard of hearing vs. learning disabled
Deaf	-1.17***	-27.6	Deaf vs. learning disabled
Orthopedically impaired	-2.57***	-46.7	Orthopedically impaired vs. learning disabled
Other health impaired	-.68*	-16.7	Other health impaired vs. learning disabled
Severely impaired	-.33	-8.3	Severely impaired vs. learning disabled
Functional mental skills score	.11**	10.7	High vs. medium (16 vs. 12)
Self-care score	.45***	23.8	High vs. medium (11 vs. 8)
IQ	.01	4.2	100 vs. 80
Individual characteristics			
Age	-.17*	-8.3	Age 20 vs. 18
Youth is male	.55***	12.9	Male vs. female
Youth is a minority	-.16	-3.8	Minority vs. nonminority
Household characteristics			
Head of household's education	.12	2.7	High school graduate vs. dropout
Single-parent household	.25	6.0	Single-parent vs. two-parent household
Community characteristics			
Unemployment rate of local area	-0.5*	-6.4	10% vs. 5%
Youth is in urban area	-.42*	-10.1	Urban vs. suburban
Youth is in rural area	-.23	-5.5	Rural vs. suburban
Other youth outcomes			
Frequency of seeing friends	.07	3.2	4 to 5 days/week vs. once/week
Group membership	.18	4.3	Yes vs. no
Youth out of high school 1 to 2 years	.21	5.0	1 to 2 years vs. less than 1 year
Youth graduated from high school	.74***	16.6	Graduated vs. dropped out
Youth aged out of high school	-.30	-5.4	Aged out vs. dropped out
School factors			
Youth took at least 1 vocational education course	.40*	9.3	Yes vs. no
Youth had work experience as part of vocational curriculum	.57*	13.9	Yes vs. no
Percent of time in regular education	.00	.6	6 classes vs. 3 classes
Youth attended special school	-.22	-5.1	Yes vs. no

* p< .05; ** p< .01; *** p< .001.

SOURCE: Wagner, M., et al. (1991). *Youth with disabilities: How are they doing? The first comprehensive report from the national longitudinal transition study of special education students.* Menlo Park, CA: SRI International. (Reprinted with permission.)

BEST COPY AVAILABLE

Class 3

IDEA, Transition, and the IEP

Topics

- Transition defined and transition-related legislation
- Transition IEP checklist

Lesson Matrix

Objective	*Materials Needed*	*Time*
3-1. Students will understand the definition of transition and identify supporting legislation.	• O-3.1-3.5 • H-3.1	60
break		15
3-2. Students will identify the transition service items that must be included in an IEP.	• secure copies of your state or local IEP form for each student • copies of the transition checklist (H-3.2)—one for each group to use and a copy for each student to save for future reference	80
Total Time		155

References (the same as student readings, plus)

Clark, G. M., & Kolstoe, O. P. (1995). Career development and transition education for adolescents with disabilities (2nd ed.). Boston: Allyn and Bacon.

Rusch, F. R., Destefano, L., Chadsey-Rusch, J., Phelps, L. A., & Szymanski, E. (1992). *Transition from school to adult life*. Sycamore, IL: Sycamore Publishing.

Transition services fact sheet. (1993). Pittsburgh, PA: Educational Services Committee, Learning Disabilities Assn. of America.

Student Readings

WWW

An Excellent Review of IDEA and Transition Legislation
http://www.ici.coled.umn.edu/ntn/pub/updates/idea.html

Models of Transition for At Risk Students
http://www.ed.gov/databases/ERIC_Digests/ed321158.html

Transition Concept Overview (ERIC philosophy statement)
http://www.ed.gov/databases/ERIC_Digests/ed350527.html

Facts about School to Work Transition
http://TheArc.org/faqs/transit.html

Questions Asked about Transition
http://www.ldonline.org/ld_indepth/transition/questions_lda.html

Transition Services Overview
http://www.ldonline.org/ld_indepth/iep/ieppub.html

A Source for Much Transition-Related Information
http://www.ed.uiuc.edu/sped/tri/institute.html

Students will understand the definition of transition and its supporting legislation

Time:
60 minutes

Overview:
Students will learn about the essential IDEA related transition legislation and rules. Discussion groups of three or four students will identify essential components and descriptors of transition services.

Script:
The Individuals with Disabilities Education Act (IDEA) gave us the basic framework from which transition services today are designed and delivered. IDEA implementation rules provide us day-to-day details. Today we are going to look at both the legislation and the transition implementation rules.

Before we start, I would like for you to get together in study groups. Today, we are going to do this a little differently. Grab your books and personal belongings and go to the section of the room I point to. All of you with brown eyes raise your hands—you go to the back right corner. All of you with blue eyes raise your hands—you go to the front left corner. All of you with gray or hazel eyes raise your hands—you go to the back left corner. Now break into groups of three or four people. Introduce yourself for a couple of minutes.

Script for O-3.1 and 3.2:
Once Again, Why:
(simply show the two overheads without comment)

Script for O-3.3:
Transition Definition Bill Board
This bill board presents the federal definition of transition services. Although it's not long, each phrase within it has specific meaning, some of which we are now just starting to understand.

Activity
Show students O-3.4: Transition Components and ask them, in their study groups, to isolate each of the major phrases of the transition services definition. For instance, the first one is "a coordinated set of activities." Once you identify each, list at least two activities or program descriptors to help define it.

Hand out a copy of H-3.1: The Transition Definition Bill Board to each student. Allow the groups 20 to 25 minutes to complete activity. When completed, ask each group to share their findings. Rather than have each group tell what they identified, after the first one shares then ask the others to add to what has already been said. If a group has nothing new to add, they may pass.

Script for O-3.5:
IDEA: Its Impact on Transition Regulations
Included on these overheads are the minimum standards secondary school programs must follow to be in compliance with special education laws and regulations. These are summarized from one of your assigned www page readings for today.

Note: After each item, stop and discuss its importance

Students will identify the transition service items that must be included in an IEP

. . . .

Time:
80 minutes

Script:
Looking at the law and its regulations is straightforward and factual. But how do these concepts make it into practice? Crucial transition service information must make it into the IEP. Today we are going to look at a typical IEP for a secondary student. You will evaluate its format and content based upon a checklist of items that the Colorado Dept. of Education believes should be included.

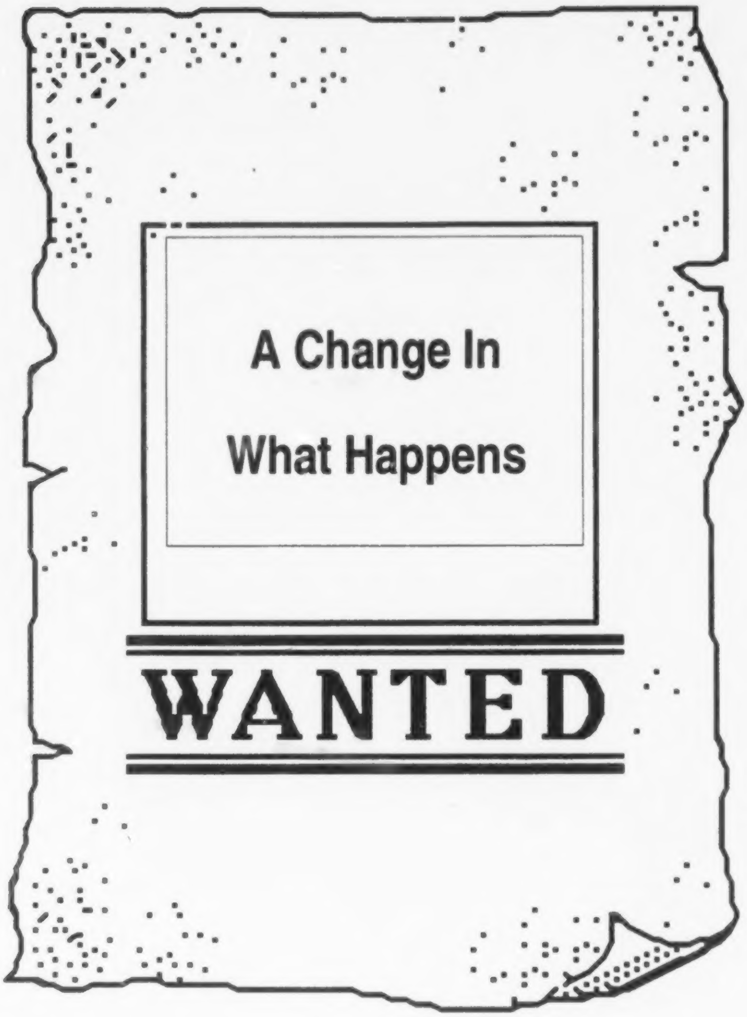
> ***Activity:***
> Hand out a copy of the Transition Checklist (H-3.2). Before you begin the activity, review the form and discuss the items on it. Point out that they correspond with the regulations just reviewed.
>
> Hand out copies of your state or locally approved IEP form. If this is the first time the students have seen an IEP, review the format and the meaning of the terms.
>
> Ask students to review the IEP and cross-check with the transition checklist. This will produce a list of the transition items that are present on the IEP form as well as those that "should" be there. When completed, ask the groups to share their findings. At the end of the exercise, hand out a blank copy of the Transition Checklist for your students' future use.

Script:
Work in your groups to accomplish this task. Prepare one checklist for each group. Determine the percent of items that your IEP contained. You have 45 minutes to complete this task. Some boxes may be left blank because the item may not apply. Once finished, we will discuss your findings, the format of the IEP, and its content.

Assignment due on next class session

- Type a 1- to 2-page reaction of class 3 activities and assigned readings.

O-3.1


A Change In
What Happens
WANTED

In high schools, transition services have traditionally been reserved only for the most academically promising students. Guidance counselors, for instance, spend a good portion of their time working with collegebound students.

O-3.2

IDEA

IDEA legislation and regulations now demand that students with disabilities who may or may not be collegebound have opportunity to access the same type of post-high school planning services.

NOW it's up to us to provide students the support they need to help make this happen!

O-3.3

IDEA Transition Definition

The Individuals with Disabilities Education Act defines transition services:

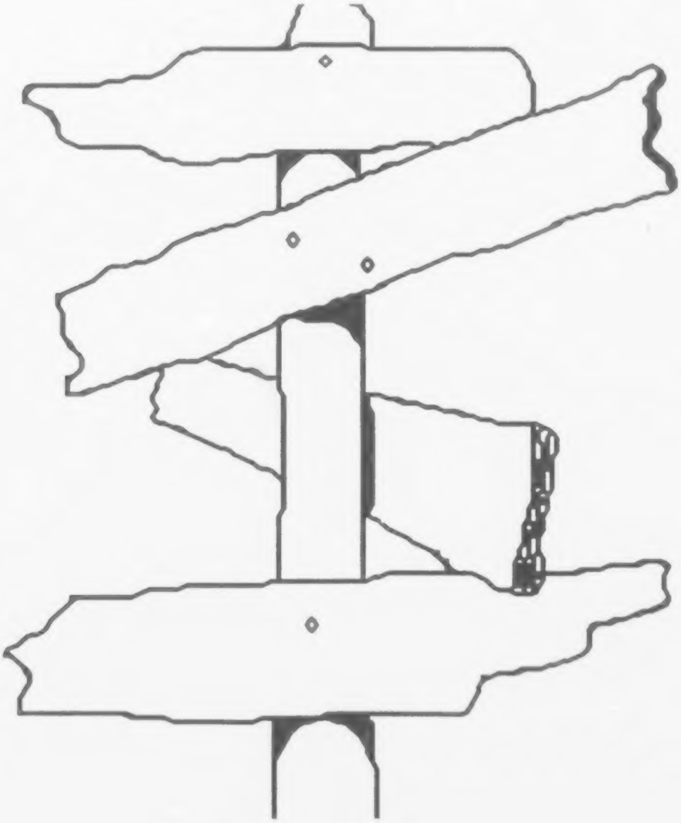
A coordinated set of activities for a student, designed within an outcome oriented process, that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

O-3.4

Transition Components

Identify the individual components of the transition services definition.

Together they identify which way the student wants to go. Educators provide them the support and instruction to facilitate the student's plan.



O-3.5

IDEA: Transition Regulations

1. The Content of the IEP

- The IEP for each student, beginning at age 14, and updated annually, must include a statement of the *transition service needs* of the child under the applicable components of the child's IEP that focuses on the child's *course of study* (such as participation in advanced-placement courses or a vocational education program).
- The IEP for each student, beginning no later than age 16 (and at a younger age, if determined appropriate) must include a statement of transition services.

O-3.5 (part 2)

IDEA: Transition Regulations

2. Transition Services must be based on the individual student's needs, taking into account the student's preferences and interests, and include:

- Instruction
- Community experiences
- The development of employment and other post-school adult living objectives
- And, if appropriate, acquisition of daily living skills and functional vocational evaluation

IDEA: Transition Regulations

3. Transfer of Rights - The student's IEP must include a statement that the student has been informed of his or her rights under Part B, if any, that will transfer to the student on reaching the age of majority.

4. Parent notification of the IEP transition meeting must:
   - Indicate its purpose
   - Indicate that the student will be invited
   - Identify any other agency that will be invited to send a representative

IDEA: Transition Regulations

5. In IEP meetings where transition will be discussed, participation must include:

- The student
- A representative of any other agency that is likely to be responsible for providing or paying for transition services

O-3.5 (part 5)

IDEA: Transition Regulations

6. Student Participation

- The mandate to involve students in the discussion of their future goals and plans reflects the values of self-determination, enablement, and shared responsibility
- If the student does not attend, take other steps to ensure that the student's preferences and interests are considered

National Transition Network (NTN), Institute on Community Integration, University of Minnesota, 430 Wulling Hall, 85 Pleasant Ave SE, Minneapolis, MN 55455;
(612) 626-8200
http://mail.ici.coled.umn.edu/ntn/pub/updates/idea.html

IDEA Transition Definition

The Individuals with Disabilities Education Act defines transition services:

A coordinated set of activities for a student, designed within an outcome oriented process, that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

Transition Checklist

Included in the IEP?		
Yes	*No*	**Transition Checklist Items**
		1. Age
☐	☐	Beginnning at age 14, transition service needs of a student are identified.
☐	☐	Transition services are provided for all 16-year-old students in special education. These services include:
☐	☐	• instruction
☐	☐	• community experiences
☐	☐	• development of employment and other post-school adult daily living objectives supporting the student's transition
☐	☐	• if appropriate, a functional vocational and daily living skill assessment
☐	☐	• coordination and linkages with adult service agencies
☐	☐	• transition services are provided for students when they are younger than 16 when needed (such as for students with severe needs, who are at risk of dropping out, or who have received disciplinary actions)
		2. Assessment
☐	☐	• Student transition assessments are available and used.
☐	☐	• Functional vocational evaluation is available and used when appropriate.
		3. Notification and Participation
☐	☐	• Evidence exists that the student was invited to the meeting separately from parent notification.
☐	☐	• If the student did not attend the IEP meeting, there is evidence that the school took steps to ensure that the student's preferences and interests were considered in the development of the IEP.
☐	☐	• Parent notification of the meeting includes notice that the meeting will focus on transition, that the student has been invited, and that a specific agency representative will be in attendance.
☐	☐	• There is evidence that a representative of any other agency that is likely to be responsible for providing or paying for transition services has been invited to the meeting.
☐	☐	• If an agency invited to send a representative to a meeting did not do so, there is evidence that the school took other steps to obtain their participation in the planning of any transition service
☐	☐	• There is evidence that steps were taken to ensure a nonattending agencies participation

4. The IEP Plan

- ☐ ☐ Long-range transition outcomes are evident on the IEP and reflect student preferences and interests.
- ☐ ☐ Transition service needs are linked to the child's course of study.
- ☐ ☐ Annual transition goal(s) are written and evident on the IEP or Transition Plan for one or more of the following post-school activities: employment (career development); daily living skills. (if appropriate); and postsecondary living objectives (recreation, leisure, medical, legal, community, interpersonal, social etc.).
- ☐ ☐ Short-term objectives are written for each transition goal.
- ☐ ☐ Community experiences are evident in IEP goals/objectives.
- ☐ ☐ Transition-related instruction is evident in goals/objectives.
- ☐ ☐ Long-range outcomes, goals and objectives and transition services represent a coordinated set of activities that promote movement from school to adult living.

5. Interagency Linkages

☐ ☐ There is evidence of coordinated agency services in the areas of:

- instruction
- community experience, employment, or post-school living objectives
- functional vocational evaluation and daily living skills, if appropriate

6. Interagency Services

- ☐ ☐ Services, if noted, are described in terms of fiscal and personnel responsibility
- ☐ ☐ If no service is provided in one of the above areas of instruction, community experience, employment, post-school living objectives, and functional vocational evaluation, as statement why is provided.
- ☐ ☐ If service is to be provided outside of the time frame of the IEP, that time frame is described.

Total Yes ☐ Total No ☐ % of mandated transition items:

---

*This checklist is modified from one developed by Pat Longo from the Colorado Department of Education, Office of Special Education, which she uses for on-site school district compliance checks.

Class 4

Transition Models

Topics
- Transition models
- School-to-work initiative

Lesson Matrix

Objective	*Materials Needed*	*Time*
4-1. Students will create their own transition model from historical and best practice perspectives.	• O-4.1-4.7 • H-4.1-4.3 • bring 5 pages of plain white paper for each group of 3 students	140
break		15
Total Time		155

References

Berkell, D. E., & Brown, J. M. (1989). *Transition from school to work for persons with disabilities*. New York: Longman.

Charner, I., Fraser, B. S., Hubbard, S., Rogers, A., & Horne, R. (1995). Reforms of the school-to-work transition: Findings, implications, and challenges. *Phi Delta Kappan*, 77, 40 & 58-59.

Gajar, A., Goodman, L., & McAfee, J. (1993). *Secondary schools and beyond: Transition of individuals with mild disabilities*. New York: Merrill.

Halperin, S. (1994). *School to work: A larger vision.* Washington, DC: American Youth Policy Forum.

Halpern, A. S. (1985). Transitions: A look at the foundations. *Exceptional Children*, 51, 479-486.

Halpern, A. S. (1994). The transition of youth with disabilities to adult life: A position statement of the Division on Career Development and Transition, The Council for Exceptional Children. *Career Development for Exceptional Individuals*, 17, 115-124.

Kohler, P.D. (1996). *A taxonomy for transition programming: Linking research and practice*. Champaign, IL: Transition Research Institute, University of Illinois.

National Governors Association. (1994). *Developing systems of school-to-work transition: A report on state progress. Issue brief.* Washington, DC: Author.

West, L. L., Corbey, S., Boyer-Stephens, A., Jones, B., Miller, R. J., & Sarkees-Wircenski, M. (1999). *Integrating transition planning into the IEP process* (2nd Edition). Reston, VA: Council for Exceptional Children.

Will, M. (1984). Let us pause and reflect—but not too long. *Exceptional Children*, 51, 11-16.

Student Readings

WWW

http://www.aclin.org/other/education/disability/tp/

http://www.sna.com/switp/internet.html

http://www.ed.uiuc.edu/sped/tri/transindex.html

Students will identify the components of different transition models

Time:
140 minutes

Overview:
Students will take the definition of transition introduced in Class 3, create their own transition models, and compare them to the established models. Before you begin the class activity, divide the class into groups of three.

Introductory Script:
The idea of helping high school students move from school to the workplace is not new. What is new is the conceptualization that transition activities must become the cornerstone of schooling.

Script for O–4.1:
Transition Must Be the Cornerstone of Education
A "cornerstone" in construction is the stone that unites two walls at an intersection. This is the crucial stone that brings the building together. "Cornerstone" also has another meaning. As you can see, a cornerstone represents something that is essential, basic, or indispensable.

As you recall from last week, a number of trends have converged to stimulate the interest in school-to-work transition. These trends can be summed up by saying that schools need to prepare young adults to become qualified entrants to the workplace, which now demands adaptable and flexible workers with high levels of both academic and technical skills (National Governors Association, 1994).

Script for O–4.2:
What It Takes for Transition Programs to Work
Transition can't be looked at as the same set of support for all students. Different children will need different supports to be successful

> ***Activity Script:***
> In your teams I want you to build a graphic model depicting how transition looks to you. Use your notes from last week to assist in this process. A graphic model is an illustration or drawing that brings the various pieces into a whole. Study the definitions of transition we looked at last time and build your model from there. Take 30 minutes or so to draw your model. When you are done, I'll show you a couple of published models. We will then compare your models to these.

Ask for several groups to explain their model in front of the class. Then give the groups a couple of minutes to modify their models.

Introductory Script:
Transition programs look at their needs, community and resources, and their history to develop their own model. Across transition programs several commonalities exist, but each one has its own flavor because it is developed on its own model. A few years ago, the leaders in our field proposed some different transition models. These models formed the foundation upon which programs today are being conceptualized and implemented. As in all fields, the original conceptions were revolutionary for the time, but by today's standards they are very simple and lack the elegance and richness of many of the models you created.

Script for O–4.3:
OSERS 1984 Transition Model
In 1984, the U.S. Dept of Education, Office of Special Education Programs, began the transition initiative. Will (1984) said that "Qualifications for employment is an implied promise of American education . . . [yet] 50 to 80% of working age adults who report a disability are jobless." Will went on to say that transition is "an outcome oriented process encompassing a broad array of services and experiences that lead to employment." As you can see from this overhead Will viewed transition as a bridging process from school to work. To make this bridge, three spans or service delivery models would facilitate student movement from school to employment. This model became known as Will's "Bridges Model."

Script for O–4.4:
Halpern's 1985 Expanded Transition Model
In 1985, Andrew Halpern expanded the OSERS transition model to focus on community adjustment. To Halpern, "community adjustment" means development of competencies in three equally important areas: (a) social and interpersonal skills, (b) independent living, and (c) employment. Successful transition from school to adult life is more than just getting a job. A successful transition means that the person can live successfully in his or her own community. All three pillars of the model must be strong.

Script for O–4.5 and H–4.1:
Division of Career Development and Transition
The Division of Career Development and Transition (DCDT) is part of the Council for Exceptional Children. In response to the expanding role of transition, DCDT established this definition as a framework to guide transition programming.

Script for O–4.6:
Halperin's Transition Definition
Transition is quickly becoming a general education issue. This new initiative is called "school-to-work," which is for all students. Remember, "all" means all—not a few, not just the talented, not just those with a history of not being successful in school, but all students. We will talk more about this new transition initiative next week.

Activity Script:

In your groups, compare your model to the OSERS and Halpern models. What did you include that these two pioneering models didn't? Also, what did these models focus upon that you didn't include? Add or change any aspect of your model that you would like. For next week, I want you to turn in your own transition model. Feel free to take from any of the models presented today to create your own.

Script for H-4.2:
Elements of Successful Transition Programs

Several elements seem to promote successful transition programs. Let's look at these one by one. [Review the list and discuss each item.]

Script for O-4.7 and H-4.3:
Taxonomy for Transition Programming

Kohler reviewed research and examined model program evaluations. From these efforts, she developed the *Taxonomy for Transition Programming*, a model that consists of specific practices associated with effective transition programs. The taxonomy consists of five categories of practices, as shown on this overhead. Your handout includes the complete model: the five categories, elements within the categories, and the specific practices. The taxonomy is different from the Will and Halpern models, as it consists of specific practices rather than portraying a theory of transition. As time has gone by, the field has moved from theory to application—this is evident in the models we've examined today.

Note: Explain to students how the taxonomy handout is organized from the general to the specific. Remind them to keep it for future reference.

Activity:

Ask students to get back into their groups, and look at the elements of successful transition programs and the taxonomy. How do they fit into the models they created. Give students a few moments to add to or modify their models

Present final models to class. Ask each group to summarize the additive impact of each new chunk of information

Assignment due next class session

- Type a 1- to 2-page reaction log over class 4 activities.
- Turn-in your own illustrated transition model.

Cornerstone

Something that is essential, indispensable, or basic.

What It Takes for Transition Programs to Work

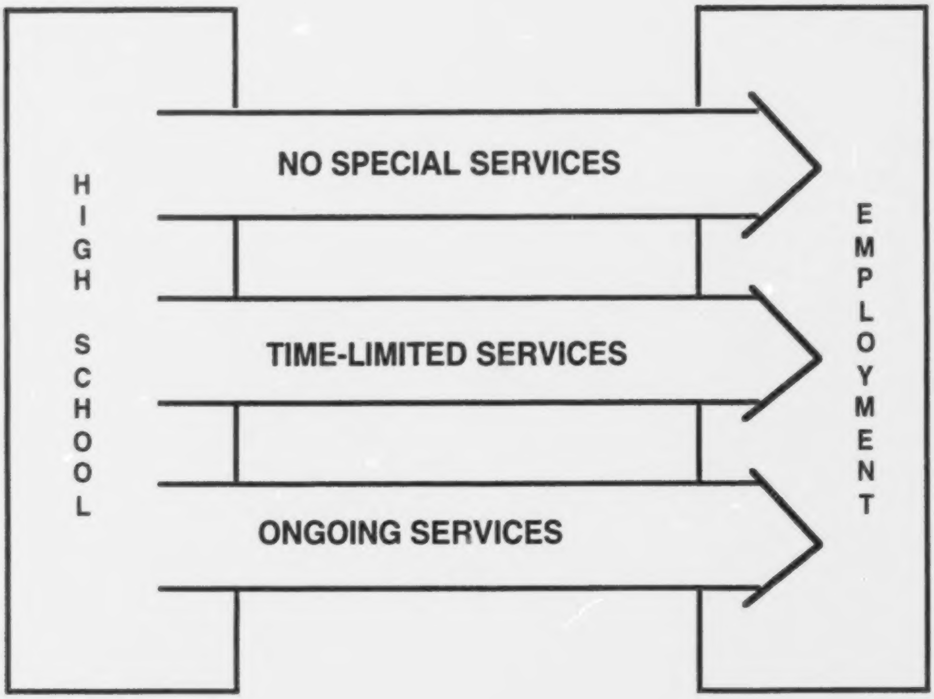
No single path is right for all students. The test of a transition system is whether or not it provides the conditions for transition programming to occur, information, and resources and support students need to make and attain their goals.

—Charner, Fraser, Hubbard, Rogers, & Horne, 1995

O-4.3

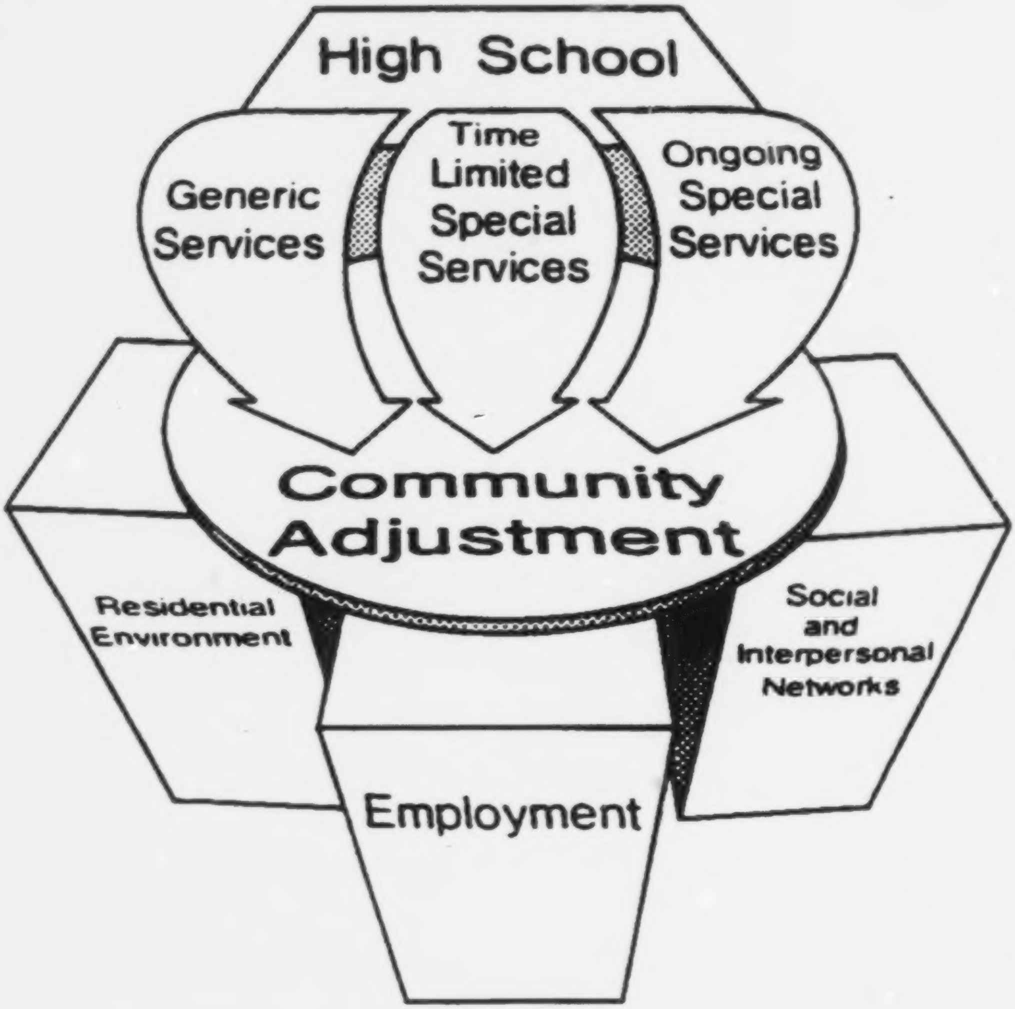
OSERS Transition Model:

Major Components of the Transition Process


HIGH SCHOOL
NO SPECIAL SERVICES
TIME-LIMITED SERVICES
ONGOING SERVICES
EMPLOYMENT

SOURCE: "Transition: A look at the foundations," by Halpern, A., *Exceptional Children*, 51, 1985, 479-486. Copyright 1985 by The Council for Exceptional Children. Reprinted with permission.

Halpern's Revised Model of Transition


High School
Generic Services
Time Limited Special Services
Ongoing Special Services
Community Adjustment
Residential Environment
Social and Interpersonal Networks
Employment

Source: "Transition: A look at the foundations," by Halpern, A., *Exceptional Children*, 51, 1985, 479-486. Copyright 1985 by The Council for Exceptional Children. Reprinted with permission.

Division of Career Development and Transition Position

Transition refers to a change in status from behaving primarily as a student to assuming emergent adult roles in the community. These roles include employment, participating in post-secondary education, maintaining a home, becoming appropriately involved in the community, and experiencing satisfactory personal and social relationships. The process of enhancing transition involves the participation and coordination of school programs, adult agency services, and natural supports within the community. The foundation for transition should be laid during the elementary and middle school years, guided by the broad concept of career development. Transition planning should begin no later than age 14, and students should be encouraged, to the full extent of their capabilities, to assume a maximum amount of responsibility for such planning.

—Halpern, 1994

Transition for All Students

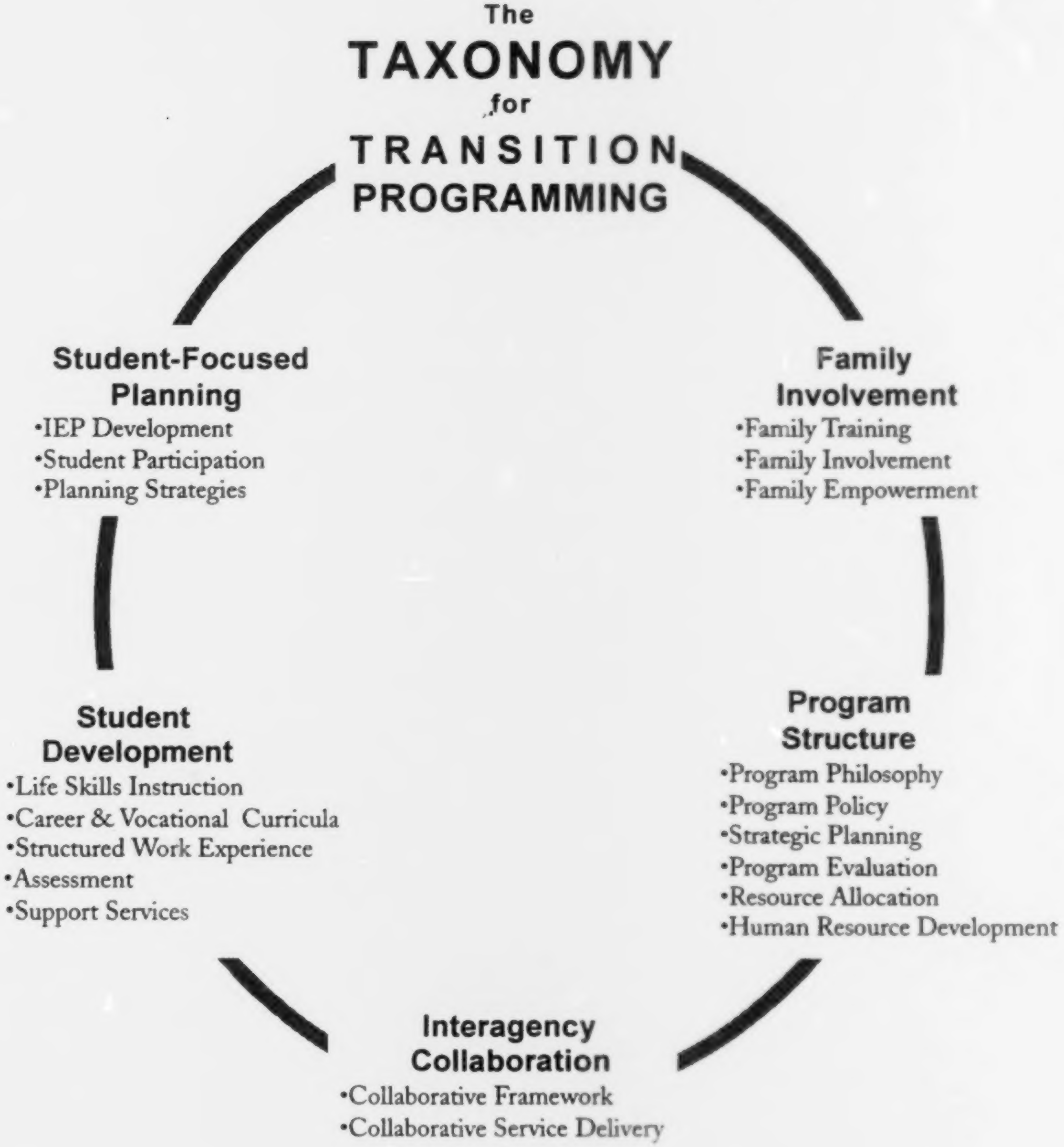
The transition from school to work is a systematic, community-wide process to help *all* young people:

- Prepare for high-skill and high-wage careers
- Receive top-quality academic instruction
- Gain the foundation skills to pursue postsecondary education and lifelong learning

—Halperin, 1994

O-4.7

Taxonomy for Transition Programming



The
TAXONOMY
for
TRANSITION
PROGRAMMING

Student-Focused Planning

- IEP Development
- Student Participation
- Planning Strategies

Family Involvement

- Family Training
- Family Involvement
- Family Empowerment

Student Development

- Life Skills Instruction
- Career & Vocational Curricula
- Structured Work Experience
- Assessment
- Support Services

Program Structure

- Program Philosophy
- Program Policy
- Strategic Planning
- Program Evaluation
- Resource Allocation
- Human Resource Development

Interagency Collaboration

- Collaborative Framework
- Collaborative Service Delivery

Kohler, P.D. (1996). *Taxonomy for Transition Programming*. Champaign: University of Illinois.
(Reprinted with permission.)

Division of Career Development and Transition Position

Transition refers to a change in status from behaving primarily as a student to assuming emergent adult roles in the community. These roles include employment, participating in post-secondary education, maintaining a home, becoming appropriately involved in the community, and experiencing satisfactory personal and social relationships. The process of enhancing transition involves the participation and coordination of school programs, adult agency services, and natural supports within the community. The foundation for transition should be laid during the elementary and middle school years, guided by the broad concept of career development. Transition planning should begin no later than age 14, and students should be encouraged, to the full extent of their capabilities, to assume a maximum amount of responsibility for such planning.

Halpern, A. S. (1994). The transition of youth with disabilities to adult life: A position statement of the Division on Career Development and Transition, The Council for Exceptional Children. *Career Development for Exceptional Individuals*, 17, 115-124.

Elements of Successful Transition Programs

1. **Administrative Leadership**
   Administrators who develop a shared vision, clear goals, and a comprehensive strategy. One vision is that transition programming serves all students, not just those who have the greatest support needs.

2. **Commitment of Program Staff**
   Those who deliver the program must be innovative and adaptable. One of the most important roles is a "career and transition specialist," who helps students assess their interests and teaches and connects work-based learning to school-based learning.

3. **Cross-Sector Collaboration**
   All stakeholders—school staff, business managers, post-high school programs, and community partners—engage in a dialogue of planning and shared implementation.

4. **Fostering Self-Determination in All Students**
   A successful program teaches students to choose their goals, develop a plan to accomplish their goals, and attempt to attain them. Educators use their teacher strategies to teach self-directed learning.

5. **School-Based Learning**
   The curriculum must provide multiple points of connection between the work world and school classes.

6. **Work-Based Learning**
   Students must have the opportunity to experience a range of appropriate work-based learning experiences.

7. **Integration of Career Information and Guidance**
   Core support services, such as counseling, must assist each student. These may start as early as elementary school.

8. **Build a Progressive System That Starts Before Grade 11**
   Programs need to sequentially prepare students in elementary and middle school for transition and success after high school.

9. **Ensure Access To Postsecondary Options**
   Facilitate access to a variety of post-high school education and service options.

10. **Creative Financing**
    Identify and reallocate resources to pay for a quality school-to-work transition program.

—Charner, Fraser, Hubbard, Rogers, & Horne, 1995

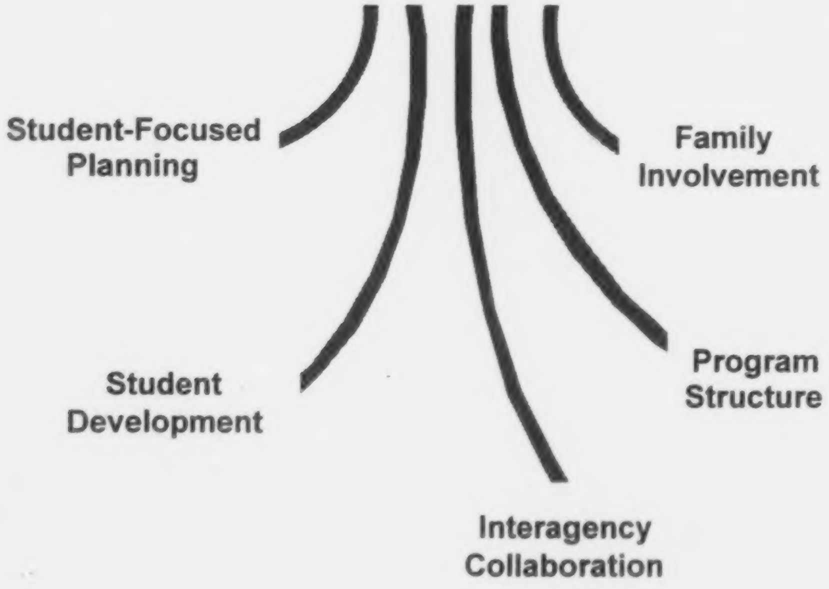
Taxonomy for Transition Programming

A Model for Planning, Organizing, and Evaluating Transition Education, Services, and Programs

Paula D. Kohler, Ph.D.

TRANSITION RESEARCH INSTITUTE
University of Illinois at Urbana-Champaign

The TAXONOMY for TRANSITION PROGRAMMING


Student-Focused Planning
Family Involvement
Student Development
Program Structure
Interagency Collaboration

Kohler, P.D. (1996). *Taxonomy for Transition Programming.* Champaign: University of Illinois.
(Reprinted with permission.)

The TAXONOMY for TRANSITION PROGRAMMING

Student-Focused Planning

- IEP Development
- Student Participation
- Planning Strategies

Family Involvement

- Family Training
- Family Involvement
- Family Empowerment

Student Development

- Life Skills Instruction
- Career & Vocational Curricula
- Structured Work Experience
- Assessment
- Support Services

Program Structure

- Program Philosophy
- Program Policy
- Strategic Planning
- Program Evaluation
- Resource Allocation
- Human Resource Development

Interagency Collaboration

- Collaborative Framework
- Collaborative Service Delivery

Kohler, P.D. (1996). *Taxonomy for Transition Programming.* Champaign: University of Illinois.
(Reprinted with permission.)

STUDENT DEVELOPMENT · INTERAGENCY COLLABORATION · FAMILY INVOLVEMENT · PROGRAM STRUCTURE

STUDENT-FOCUSED PLANNING

IEP Development

— Options identified for each outcome area or goal
— Post-secondary education or training goals and objectives specified in the IEP
— Vocational goals and objectives specified
— Community-related and residential goals and objectives specified (e.g., voting)
— Recreation and leisure goals and objectives specified
— Educational program corresponds to specific goals
— Goals are measurable
— Personal needs are addressed in planning (e.g., financial, medical, guardianship)
— Specific goals and objectives result from consumer choices
— Progress or attainment of goals is reviewed annually
— Responsibility of participants or agencies specified
— Evaluation of participant fulfillment of responsibilities

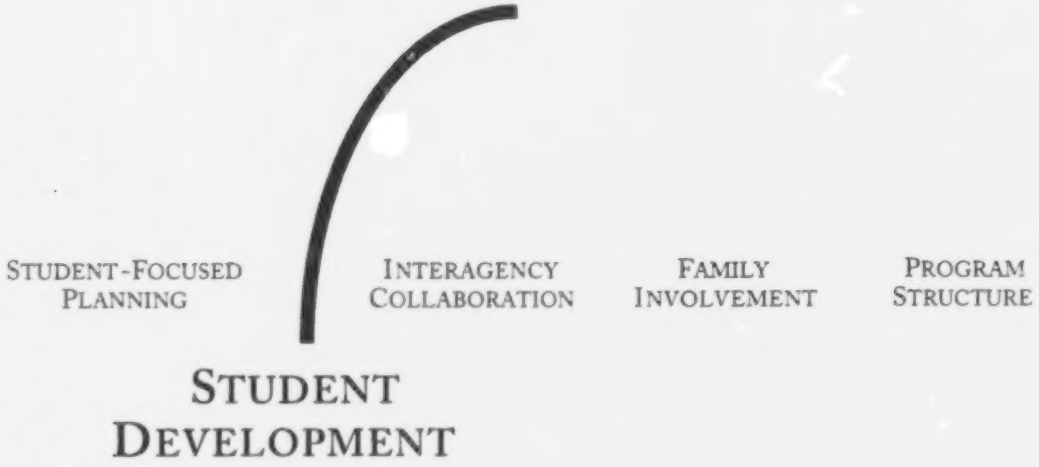
Student Participation

— Planning team includes student, family members, and school and participating agency personnel
— Assessment information is used as basis for planning
— Transition-focused planning begins no later than age 14
— Meeting time adequate to conduct planning
— Preparation time adequate to conduct planning
— Planning meeting time and place conducive to student and family participation
— Accommodations made for communication needs (e.g., interpreters)
— Referral to adult service provider(s) occurs prior to student's exit from school
— Planning team leader identified

Planning Strategies

— Self-determination facilitated within the planning process
— Planning decisions driven by student and family
— Planning process is student-centered
— Student involvement in decision making
— Documentation of student interests and preferences
— IEP involvement training for students
— Career counseling services provided to student
— Student self-evaluation of process

Kohler, P.D. (1996). *Taxonomy for Transition Programming.* Champaign: University of Illinois.
(Reprinted with permission.)



STUDENT-FOCUSED PLANNING

INTERAGENCY COLLABORATION

FAMILY INVOLVEMENT

PROGRAM STRUCTURE

STUDENT DEVELOPMENT

Life Skills Instruction
- — Leisure skills training
- — Social skills training
- — Self-determination skills training, including goal setting and decision making
- — Self-advocacy skills training
- — Independent living skills training
- — Learning strategies skills training

Employment Skills Instruction
- — Work-related behaviors and skills training
- — Job seeking skills training
- — Occupation-specific vocational skill training

Career & Vocational Curricula
- — Provide career education curriculum
- — Provide tech prep curriculum
- — Provide cooperative education curriculum

Support Services
- — Identification and development of environmental adaptations
- — Identification and development of accommodations
- — Identification and development of natural supports
- — Provision of related services (e.g., OT, PT, speech therapy, transportation)
- — Use of mentors

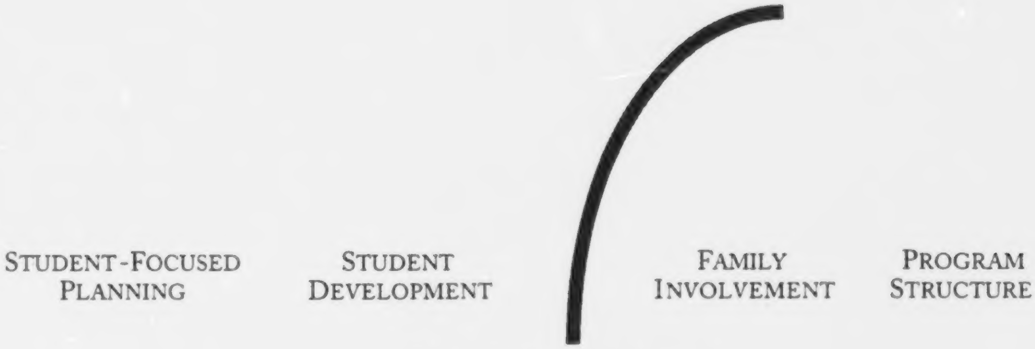
Assessment

— Vocational assessment (including curriculum-based and situational assessment)
— Academic, cognitive, and adaptive behavior assessments

Structured Work Experience

— Apprenticeships
— Paid work experience
— Work study program
— Job placement services (prior to school exit)

Kohler, P.D. (1996). *Taxonomy for Transition Programming*. Champaign: University of Illinois.
(Reprinted with permission.)



INTERAGENCY COLLABORATION

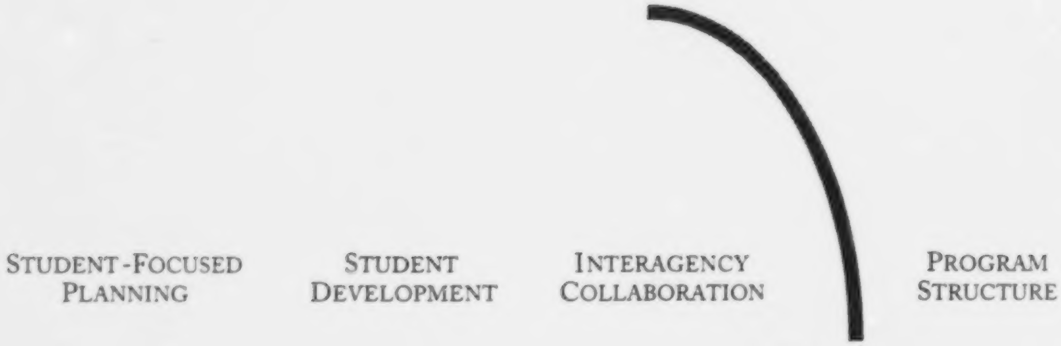
Collaborative Service Delivery

— Coordinated requests for information (e.g., to parents, employers)
— Reduction of system barriers to collaboration
— Collaborative funding and staffing of transition services
— Collaborative development and use of assessment data
— Coordinated and shared delivery of transition-related services
— Systems information disseminated among cooperating agencies
— Collaborative program planning and development, including employer involvement
— Collaborative consultation between special, "regular," and vocational educators
— Collaboration between post-secondary education institutions and the school district

Collaborative Framework

— Interagency coordinating body that includes consumers, parents, service providers, and employers
— Formal interagency agreement
— Roles of service providers clearly articulated
— Established methods of communication among service providers
— Student information shared among agencies via established procedures (with appropriate release of information and confidentiality)
— Single-case management system
— "Lead" agency identified
— Designated transition contact person for all service providers

Kohler, P.D. (1996). *Taxonomy for Transition Programming*. Champaign: University of Illinois.
(Reprinted with permission.)



FAMILY INVOLVEMENT

Family Involvement
- Participation in program policy development
- Participation in service delivery
- Involvement in student assessment
- Participation in evaluation of student's program
- Parents/families exercise decision making
- Parent/family attendance at IEP meeting
- Parents/family members as trainers
- Parents/family members as mentors
- Parents/family role in natural support network

Family Empowerment
- Pre-IEP planning activities for parents/families
- Parents/families presented with choices
- Transition information provided to parents/families prior to student's age 14
- Structured method to identify family needs
- Parent/family support network
- Child care for transition-related planning meetings (e.g., IEP, ITP)
- Respite care
- Information to parents/families provided in their ordinary language

Family Training

— Training about promoting self-determination
— Training about advocacy
— Training about natural supports
— Training focused on their own empowerment
— Training on transition-related planning process (e.g., IEP, ITP)
— Training about agencies and services
— Training on legal issues

Kohler, P.D. (1996). *Taxonomy for Transition Programming.* Champaign: University of Illinois. (Reprinted with permission.)

STUDENT-FOCUSED PLANNING

STUDENT DEVELOPMENT

INTERAGENCY COLLABORATION

FAMILY INVOLVEMENT

PROGRAM STRUCTURE

Program Philosophy

— Curricula are community-referenced
— Curricula are outcome-based
— Education provided in least restrictive environment
— Education provided in integrated settings
— Student has access to all educational options (secondary andpost-secondary)
— Cultural and ethnic sensitivity in programs and planning
— Flexible programming to meet student needs
— Program planning is outcome-based
— Longitudinal approach to transition (early childhood to adult)

Program Evaluation

— Data-based management system
— Evaluation utilization for program improvement
— Ongoing program evaluation
— Specific evaluation of student outcomes
— Student/family role in program evaluation
— Secondary-level education services needs assessment
— Post-school services or program needs assessment
— Annual evaluation of interdisciplinary policy and procedures

Strategic Planning

— Community-level strategic planning focused on local issues and services
— Regional-level strategic planning
— State-level strategic planning
— Community-level transition body focused on local issues and services
— Regional-level transition body focused on regional/state issues
— State-level transition body focused on regional/state issues

Program Policy

— Adult service systems restructured to include transition-related planning and services as integral components
— Education system restructured to include transition-related planning and services as integral components
— Administrative, school board, and community support for the program
— Program values, principles, and mission are clearly articulated
— Specific and consistent transition-related policies and procedures between and within agency and education participants
— Transition planning program structure and process clearly articulated

Human Resource Development

— Transition practices resource materials available to personnel, families, and employers
— Assigned staff are qualified
— Preservice training on transition practices
— Sufficient allocation of personnel
— Transition-related technical assistance
— Establishment of transition-related personnel competencies
— Ongoing transdisciplinary staff development

Resource Allocation

— Creative use of resources
— Sufficient allocation of resources
— Student/family role in resource allocation
— Resources transferred from sheltered and/or segregated facilities to community-based and/or integrated settings

Kohler, P.D. (1996). *Taxonomy for Transition Programming*. Champaign: University of Illinois. (Reprinted with permission.)

Class 5

Career Education

. . . .

Topics

- Career education concepts and methodology across the grades

Lesson Matrix

Objective	*Materials Needed*	*Time*
5-1. Students will identify career education concepts.	• O-5.1 and 5.2 • H-5.1	30
5-2. Students will identify career education components that can be implemented at different age levels.	• O-5.3-5.5	20
break		15
5-3. Students will match career education concepts to teaching objectives and lesson materials.	• H-5.2 and 5.3 • O-5.6 • bring copies of *LCCE* materials for each group to examine • bring copies of *Connections* for each group to examine	90
Total Time		155

References

Brolin, D. E. (1997). *Life centered career education: A competency based approach* (5th Edition). Reston, VA: Council for Exceptional Children.

Brolin, D. E. (1995). *Career education: A functional life skills approach*. Englewood Cliffs, NJ: Prentice-Hall.

Brolin, D. E., & Kokaska, C. J. (1979). *Career education for handicapped children and youth*. Columbus, Ohio: Merrill.

Clark, G. M. (1979). *Career education for the handicapped child in the elementary classroom.* Denver: Love Publishing Co.

Clark, G. M., Field, S., Patton, J. R., Brolin, D. E., & Sitlington, P. L. (1994). Life skills instruction: A necessary component for all students with disabilities. A position statement of the Division on Career Development and Transition. *Career Development for Exceptional Individuals*, 17, 125-134.

Kokaska, C J., & Brolin, D. E. (1985). *Career education for handicapped individuals.* Columbus, Ohio: Merrill.

Materials You Need to Obtain (order sufficient numbers for groups to review)

- *Life Centered Career Education: A Competency Based Approach* (5th ed)
- *Life Centered Career Education: Activity Books 1 and 2*

The Council for Exceptional Children
1920 Association Drive
Reston, VA 20191-1589
1-888-232-7733

- *Connections: A Transition Curriculum for Grades 3 through 6*

Career and Technical Education Resource Center
9125 East 10th Drive - Bldg 859
Aurora, CO 80010
(303) 340-7350

Optional Materials (to supplement lessons if funds are available)

- *Life Centered Career Education*—the complete package

Student Readings

WWW

http://www.ed.gov/databases/ERIC_Digests/ed299458.html

http://www.ed.gov/databases/ERIC_Digests/ed304632.html

http://www.futurescan.com/

http://www.labor.state.ny.us/youth/youth.htm

http://www.keirsey.com/cgi-br/keirsey/newkts.cgi

Students will identify career education concepts

Time:
30 minutes

Overview:
The purpose behind this lesson is to help students develop an understanding of career education concepts. This lesson will prepare students to understand the implications and potential impact of the school-to-career initiative discussed in the next class.

Script for O-5.1:
Career Education
In the early 70s many people worried about the high drop-out rates of students who didn't see the relevance of what they were learning to their lives. Career education emerged as a more practical means of adding relevance to the curriculum. Even though the names that prompt its use today range from "transition programs" to "school-to-work," the concepts began with career education. To fully understand transition and the emerging general education school-to-work initiative, one must first know career education.

Several years ago, Hoyt (1975) provided us a very broad-based definition of career education. He said that it includes all of the experiences through which we learn about, prepare for, and become workers. It includes leisure—as well as specific work-related activities. Career education is more than one's occupation. At its best, it is a general education function with which school support staff may assist.

A good career education program begins the first years of school and continues into adulthood.

Script for O-5.2:
Career Education (Brolin and Kokaska)
In an attempt to infuse self-determination into the school curriculum, Brolin and Kokaska in 1979 said: (read overhead)

Script for H-5.1:
Career Education Concepts
Career education can perhaps be better explained by examining its core concepts. Brolin and Kokaska outlined these several years ago. Once you look at these, you will realize that career education facilitates a satisfying life as a person progresses through life.

Career education focuses upon life itself—attitudes, values, and habits; human relationships; occupational information; and learning job and daily living skills. It occurs in the school, family, and home.

Lesson for Objective 5-2

Students will identify career education components that can be implemented at different age levels

Time:
20 minutes

Script for O-5.3:
Stages of Career Development (graphic)
Career development starts in early childhood and continues throughout the lifetime. The four major stages are: (a) career awareness, (b) career exploration, (c) career preparation, and (d) career placement.

Script for O-5.4:
Stages of Career Development
The Division of Career Development and Transition of the Council for Exceptional Children believes that sequential, lifelong career development is crucial for a successful transition. The foundation for a successful transition rests upon educational programming across the ages, with secondary education being a tremendously influential factor.

Script for O-5.5:
The Illinois Model
Several years ago, the Illinois Dept. of Education created this model of career education. It's typical of the longitudinal nature of career education. Note that the model is for students in general education settings. In the early 80s the federal initiative behind career education started to fade away—many people think too early—because it didn't become a curriculum offering in many schools. As the career education programs faded, special education began the transition initiative. The career education model depicted in this overhead has many similarities to the school-to-work initiative now starting up across the country.

Students will match career education concepts to teaching objectives and lesson materials

Time:
90 minutes

Overview:
The purpose of this objective is to introduce Brolin's Life-Centered Career Education as one of the models used to teach career education.

Hand out copies of the Life Centered Career Education matrix (H-5.2)

Script for H-5.2:
Life-Centered Career Education
The Life-Centered Career Education (LCCE) approach is not an add-on approach to career education. Rather, it is the central focus of the educational program. Remember to note this connection when we look at the school-to-work initiative in the next lesson. The LCCE is a framework for organizing a functional curriculum that leads to transition of special education students from school to work and adult life. The LCCE assumes that students will learn needed academic skills as they progress through school. The module is not designed to remove students from academic instruction.

The LCCE model promotes inclusion as the competencies should be taught in general education settings. With the school-to-work initiative starting across the country, this should become even easier to accomplish.

LCCE focuses on facilitating learning across all of life's roles. It is organized around three major categories: (a) daily living skills; (b) occupational guidance and preparation; and (c) personal-social skills. Twenty-two career education competencies support the three broad categories. The academic environment is used to facilitate growth in all three of these categories.

The publishing arm of the Council for Exceptional Children provides many instructional tools to assist in teaching these skills. These include assessment tools and curriculum lessons.

Note: Review the three areas and the 22 competencies. At each of the competencies, give students a few moments to read the subcompetencies.

> ***Activity:***
> Divide students in groups of 3. Provide groups copies of the LCCE assessment and curriculum lesson materials ordered for this class to examine and comment upon.

Script for H-5.3:
Elementary Career Education

Career awareness begins in early childhood and continues during the elementary school years. A few years back, Gary Clark conceptualized a good way to infuse these concepts into general education curriculum content. To Clark, elementary career education consists of three clusters: (a) Values, Goals, and Habits; (b) Human Relationships; and (c) Occupational. This doesn't mean that third-grade students are going to irreversibly decide upon their career goals. Rather, this approach provides the framework for teaching basic adult role, job success skills.

> *Activity:*
>
> With students remaining in their clusters of 3, hand out H-5.3. Ask students to review Clark's model and make critical comments. Ask them to conceptualize how this model could fit into their emerging view of what education could be like.

Script for O-5.6:
Connections: A Transition Curriculum for Grades 3 through 6

The Colorado Dept. of Education, Special Education Program, asked a group of educators to develop an elementary career education program. The result of their work is *Connections: A Transition Curriculum for Grades 3 through 6*. This is an excellent example of how to infuse career education concepts into the general education setting. Write down the address in case you would like to examine it in more detail in the future.

> *Activity:*
>
> Hand out copies of *Connections* to each group of 2 or 3 people. Ask them to review the materials and make comments upon it.
>
> Look at the handout.

Assignment due next class session

- Type a 1- to 2-page reaction log over class 5 and its assigned readings and activities.
- Complete a career education analysis of an elementary reading program in groups of 2 or 3 students (or by yourself if you wish). Develop a matrix of elementary career education competencies using the Clark Elementary Career Education framework provided during class. Go through at least three grades of the elementary reading materials. Sample every fourth story (do not include poems, extra notes, etc.—just focus on the main readings). Determine if that story and its illustrations fulfill any of the career education competencies. Turn in a 2-page paper describing what you learned. One page will contain a matrix of the story and a mark beside each Clark competency. At the bottom, summarize by competency the percent of stories that taught a basic career education concept. The second page will present a summary of what you did and your findings. You will present the findings of your analysis next week in class.

O-5.1

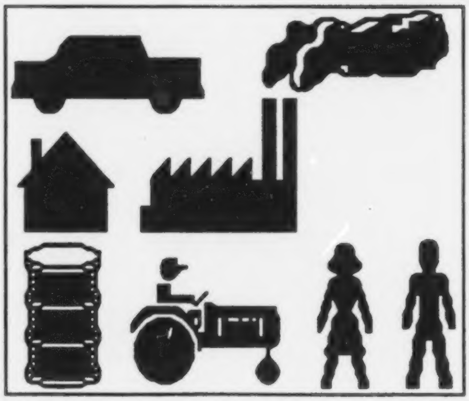
Career Education

Career education is the totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living.

—Hoyt, 1975

Career Education

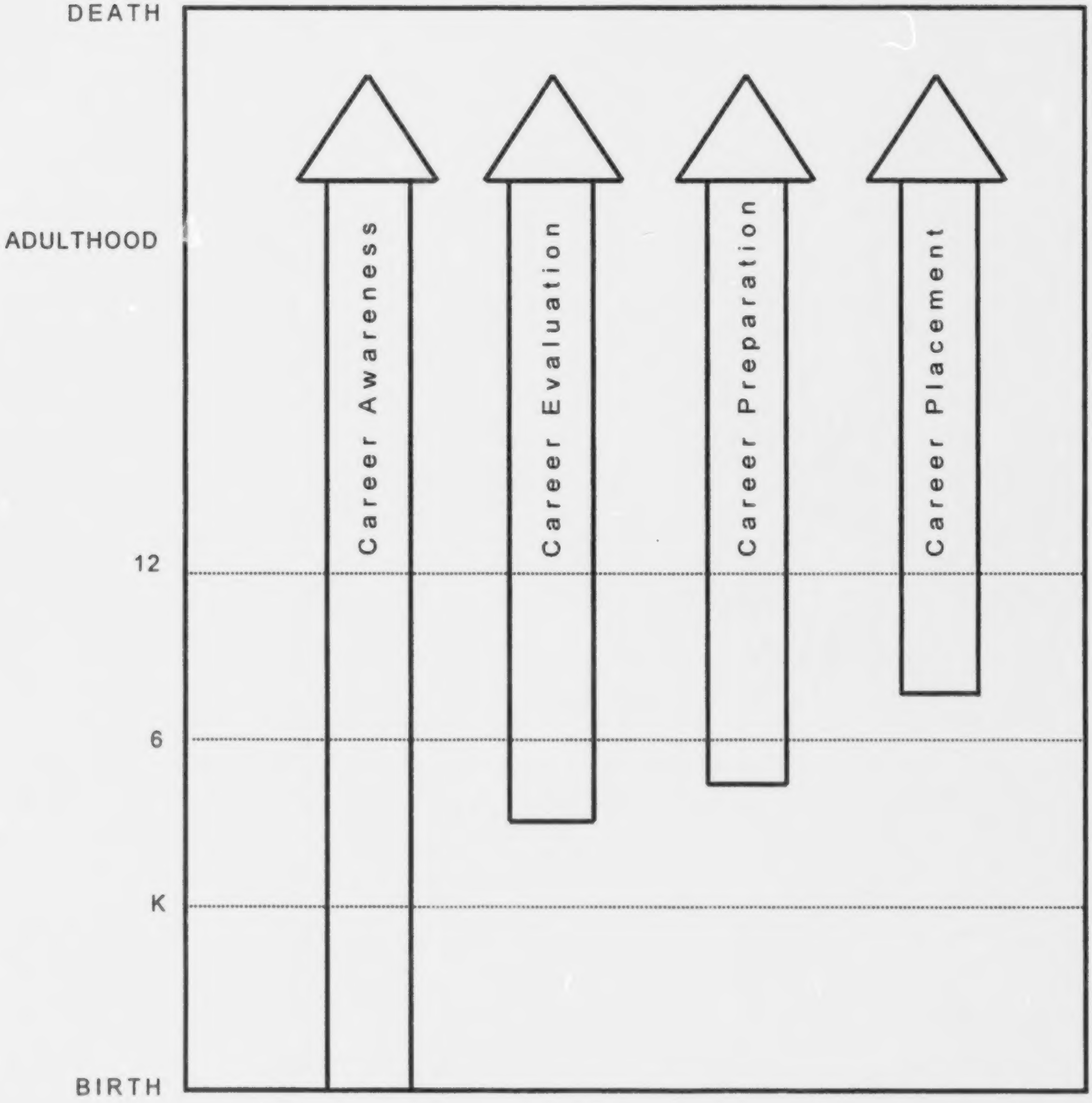
Career education is the process of systematically coordinating all school, family, and community components together to facilitate each individual's potential for economic, social, and personal fulfillment.



—Brolin & Kokaska, 1979

O-5.3

Stages of Career Development


DEATH
ADULTHOOD
12
6
K
BIRTH
Career Awareness
Career Evaluation
Career Preparation
Career Placement

From *Career Education for Handicapped Individuals* (page 54), by C.J. Kokaska and D.E. Brolin, 1985. Columbus, OH: Merrill. Copyright 1985 by Prentice-Hall, Inc. Reprinted with permission.

O-5.4

Stages of Career Development

1. **Awareness**
   Schools provide opportunities for students to become familiar with the attitudes, information, and awareness needed in a work-oriented society.

2. **Exploration**
   Schools provide opportunities for students to investigate the aptitudes, interests, and requirements needed to obtain paid and unpaid work.

3. **Preparation**
   Schools provide opportunities for students to acquire and practice the attitudes and skills need for paid and unpaid work roles.

The school transition process typically begins here.

Stages of Career Development

4. Assimilation (Placement & Follow-Along)

The work role provides an opportunity to adapt to the demands and experience the rewards of labor.

The school transition process ends here with successful acquisition and maintenance of a productive work role.

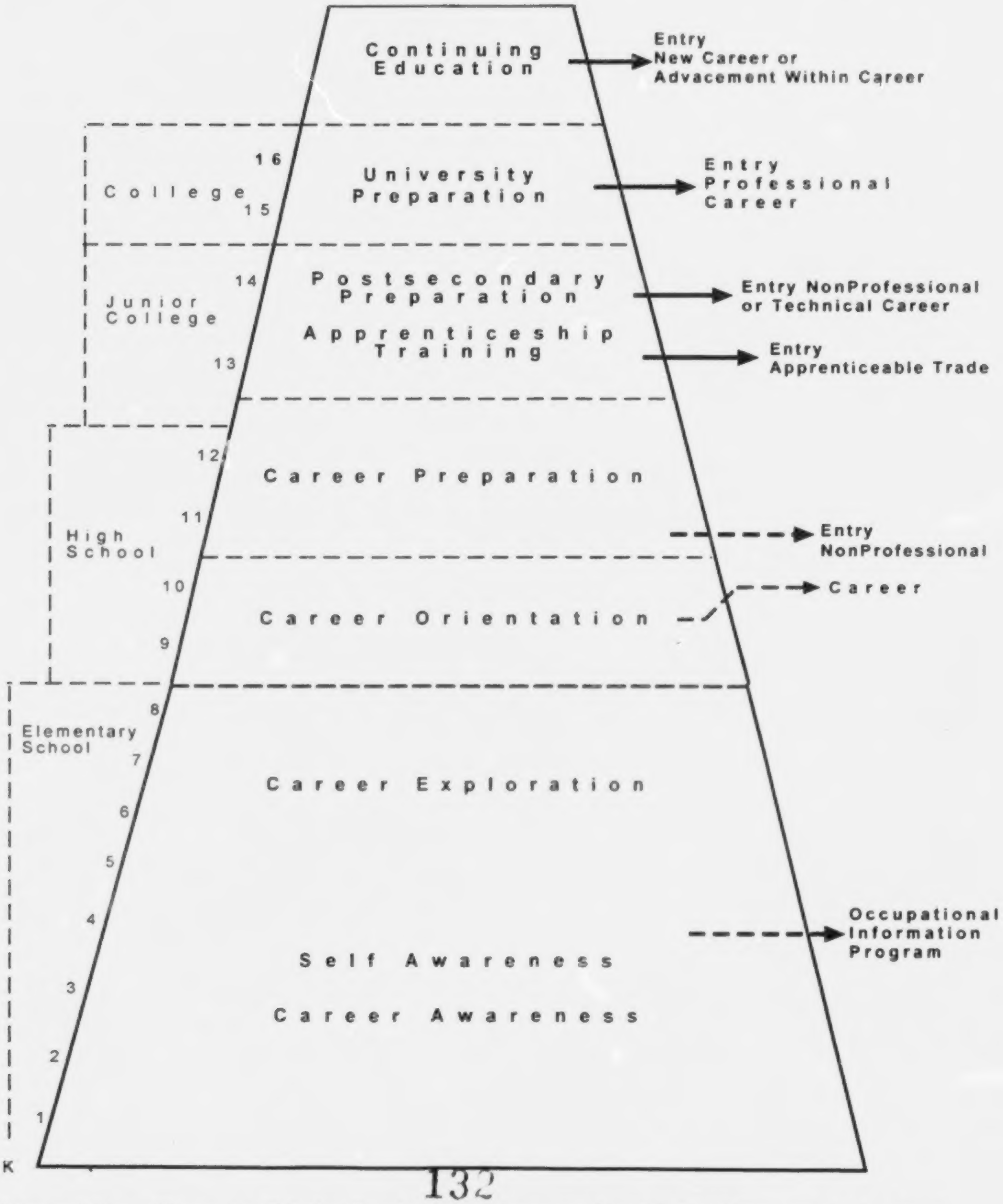
5. Continuing Education

The community provides opportunities to gather more knowledge and skills to increase the likelihood of job success.

Kokaska, C.J., Gruenhagen, K., Razeghi, J., & Fair, G.W. (1985, October)

The Illinois Model

Occupational Information Program
The Base of a Career Education Model


Continuing Education
Entry New Career or Advacement Within Career
College
16
15
University Preparation
Entry Professional Career
Junior College
14
13
Postsecondary Preparation
Apprenticeship Training
Entry NonProfessional or Technical Career
Entry Apprenticeable Trade
High School
12
11
10
9
Career Preparation
Entry NonProfessional
Career Orientation
Career
Elementary School
8
7
6
5
4
3
2
1
K
Career Exploration
Self Awareness
Career Awareness
Occupational Information Program

Adapted from: Figure 1.1 "Marland's school-based career education" and Figure 1.3 "A school-based career education model for the handicapped," from *Career Education for the Handicapped Child in the Elementary Classroom* (p. 17), by G.M. Clark, 1979, Denver: Love Publishing Co.

O-5.6

Connections:
A Transition Curriculum for Grades 3 through 6

Available from:

Career and Technical Education Resource Center
9125 East 10th Drive, Bldg. 859
Aurora, CO 80010
(303) 340-7350

SOLUTION
CAT
4

Career Education Concepts

- It extends from early childhood through the retirement.
- It focuses on the full development of *all* individuals.
- It provides the knowledge, skills, and understandings needed by individuals to master their environment.
- It emphasizes daily living, personal-social, and occupational skills development at all levels and ages.
- It encompasses the total curriculum of the school and provides a unified approach to education for life.
- It focuses on the total life roles, settings, and events and their relationships, which are important in the lives of individuals, including work.
- It encourages all members of the school community to have a shared responsibility and a mutual cooperative relationship among the various disciplines.
- It includes learning in the home, private and public agencies, and the employment community as well as the school.
- It encourages all teachers to relate their subject matter to its career implications.
- It includes basic education, citizenship, family responsibility, and other important education objectives.
- It provides for career awareness, exploration, and skills development at all levels and ages.
- It provides a balance of content and experiential learning, permitting hands-on occupational activities.
- It provides a personal framework to help individuals plan their lives including career decision-making.
- It provides the opportunity for the acquisition of a salable occupational entry-level skill upon leaving high school.
- It requires a lifelong education based on principles related to total individual development.
- It actively involves the parents in all phases of education.
- It actively involves the community in all phases of education.
- It encourages open communication between students, teachers, parents, and the community.

SOURCE: From *Career education for handicapped children and youth* (p. 104) by D.E. Brolin and C.J. Kokaska, 1979, Columbus, OH: Merrill. Copyright 1979 by Prentice-Hall, Inc. Reprinted with permission.

Life-Centered Career Education

Curriculum Area	Competency	Subcompetency: The student will be able to:	
DAILY LIVING SKILLS	1. Managing Personal Finances ➡	1. Count money and make correct change	2. Make responsible expenditures
	2. Selecting and Managing a Household ➡	7. Maintain home exterior/interior	8. Use basic appliances and tools
	3. Caring for Personal Needs ➡	12. Demonstrate knowledge of physical fitness, nutrition & weight	13. Exhibit proper grooming and hygiene
	4. Raising Children and Meeting Marriage Responsibilities ➡	17. Demonstrate physical care for raising children	18. Know psychological aspects of raising children
	5. Buying, Preparing and Consuming Food ➡	20. Purchase food	21. Clean food preparation areas
	6. Buying and Caring for Clothing ➡	26. Wash/clean clothing	27. Purchase clothing
	7. Exhibiting Responsible Citizenship ➡	29. Demonstrate knowledge of civil rights and responsibilities	30. Know nature of local, state and federal governments
	8. Utilizing Recreational Facilities and Engaging in Leisure ➡	33. Demonstrate knowledge of available comm. resources	34. Choose and plan activities
	9. Getting Around the Community ➡	38. Demonstrate knowledge of traffic rules and safety	39. Demonstrate knowledge and use of various means of transportation
PERSONAL-SOCIAL SKILLS	10. Achieving Self Awareness ➡	42. Identify physical and psychological needs	43. Identify interests and abilities
	11. Acquiring Self Confidence ➡	46. Express feelings of self-worth	47. Describe others perception of self
	12. Achieving Socially Responsible Behavior ➡	51. Develop respect for the rights and properties of others	52. Recognize authority and follow instructions
	13. Maintaining Good Interpersonal Skills ➡	56. Demonstrate listening and responding skills	57. Establish and maintain close relationships
	14. Achieving Independence ➡	59. Strive toward self-actualization	60. Demonstrate self-organization
	15. Making Adequate Decisions ➡	62. Locate and utilize sources of assistance	63. Anticipate consequences
	16. Communicating with Others ➡	67. Recognize and respond to emergency situations	68. Communicate with understanding
OCCUPATIONAL GUIDANCE AND PREPARATION	17. Knowing And Exploring Occupational Choices ➡	70. Identify remunerative aspects of work	71. Locate sources of occupational and training information
	18. Selecting and Planning Occupational Choices ➡	76. Make realistic occupational choices	77. Identify requirements of appropriate and available jobs
	19. Exhibiting Appropriate Work Habits and Behavior ➡	81. Follow directions and observe regulations	82. Recognize importance of attendance and punctuality
	20. Seeking, Securing and Maintaining Employment ➡	88. Search for a job	89. Apply for a job
	21. Exhibiting Sufficient Physical-Manual Skills ➡	94. Demonstrate stamina and endurance	95. Demonstrate satisfactory balance and coordination
	22. Obtaining Specific Occupational Skills ➡		

BEST COPY AVAILABLE

H-5.2 (Cont.)

3. Keep basic financial records	4. Calculate and pay taxes	5. Use credit responsibly	6. Use banking services	
9. Select adequate housing	10. Set up household	11. Maintain home grounds		
14. Dress appropriately	15. Demonstrate knowledge of common illness, prevention and treatment	16. Practice personal safety		
19. Demonstrate marriage responsibilities				
22. Store food	23. Prepare meals	24. Demonstrate appropriate eating habits	25. Plan/eat balanced meals	
28. Iron, mend and store clothing				
31. Demon. knowledge of the law and ability to follow the law	32. Demon.knowledge of citizen rights and responsibilities			
35. Demonstrate knowledge of the value of recreation	36. Engage in group and individual activities	37. Plan vacation time		
40. Find way around the community	41. Drive a car			
44. Identify emotions	45. Demonstrate knowledge of physical self			
48. Accept and give praise	49. Accept and give criticism	50. Develop confidence in oneself		
53. Demonstrate appropriate behavior in public places	54. Know important character traits	55. Recognize personal roles		
58. Make and maintain friendships				
61. Demonstrate awareness of how one's behavior affects others				
64. Develop and evaluate alternatives	65. Recognize nature of a problem	66. Develop goal seeking behavior		
69. Know subtleties of communication				
72. Identify personal values met through work	73. Identify societal values met through work	74. Classify jobs into occupational categories	75. Investigate local occupational and training opportunities	
78. Identify occupational aptitudes	79. Identify major occupational interests	80. Identify major occupational needs		
83. Recognize importance of supervision	84. Demonstrate knowledge of occupational safety	85. Work with others	86. Meet demands for quality work	87. Work at a satisfactory rate
90. Interview for a job	91. Know how to maintain post-school occupational adjustment	92. Demonstrate knowledge of competitive standards	93. Know how to adjust to changes in employment	
96. Demonstrate manual dexterity	97. Demonstrate sensory discrimination			
There are no specific subcompetencies as they depend on skill being taught				

From *Life centered career education: A competency based approach* (pp. 12-13), by D.E. Brolin, 1993, Reston, VA: The Council for Exceptional Children. Copyright by The Council for Exceptional Children. Reprinted with permission.

BEST COPY AVAILABLE

Elementary Career Education

• Values, Goals, and Habits

Value Goals

Primary Level (K-3) Students will demonstrate:
1. An awareness of the value of themselves as persons
2. An acceptance of the concept of work as a part of living
3. An awareness of the concept of responsibility
4. An ability to verbalize some of their own personal values

Intermediate Level (4 - 6) Students will:
1. Identify personal traits related to success
2. Demonstrate an understanding of the concepts of quality performance vs. poor performance
3. Prioritize social and personal values

Attitude Goals

Primary Level (K-3) Students will demonstrate
1. Awareness of positive and negative attitudes in storybook characters
2. Recognition of positive attitudes at school
3. Knowledge of verbal and nonverbal behaviors that reflect positive or negative attitudes

Intermediate Level (4-6) Students will demonstrate:
1. Ability to analyze their own attitudes toward school
2. Positive attitude toward success and failure
3. An awareness of the interrelationships among attitude, ability, experience, and performance

Habit Goals

Primary Level (K-3) Students will demonstrate:
1. Ability to assume responsibility for themselves in meeting personal needs
2. Behavior that reflects respect for the rights of others

Intermediate Level (4-6) Students will demonstrate:
1. Behavior that reflects compliance with school standards
2. Initiative in identifying and performing tasks that need to be done
3. Cooperative behavior in school and work activities
4. Behaviors that reflect dependability
5. Behaviors that demonstrate goal-setting behaviors for themselves

Elementary Career Education

• Human Relationships

Cognitive Goals

Primary Level (K-3) Students will demonstrate:
1. Awareness of standards in private and public social interactions
2. Awareness of cues (gestures, body language) that communicate information related to others and expectations
3. Awareness of simple rules of courtesy, sharing, and cooperative work

Intermediate Level (4-6) Students will demonstrate:
1. Knowledge of school rules that relate to interpersonal interactions
2. Skill in interpreting cues in social environment that relate to expectations and interpersonal communications
3. The ability to identify characteristics that facilitate or impede relationships
4. Knowledge of the effects of prejudice and stereotyping

Affective Goals

Primary Level (K-3) Students will demonstrate:
1. Ability to empathize with basic emotions in stories and real incidents
2. The ability to manage negative feeling in interpersonal relationships
3. The ability to show positive feelings toward others
4. The ability to handle frustrating events in interpersonal relationships

Intermediate Level (4-6) Students will demonstrate:
1. The ability to interpret behaviors in terms of emotions, motivations, and frustrations
2. The ability to manage all instances of having negative feeling or emotions in interpersonal relationships
3. Skills that are age and situation appropriate
4. The ability to handle all frustrating events in interpersonal relationships

• Occupational

Goals for Awareness of Occupational Roles

Primary (K-3) Students will demonstrate
1. Knowledge of basic differences between the roles of paid and unpaid workers
2. Knowledge of various worker roles that relate to differences in times for work and differences in amounts of time spent for work
3. Knowledge of some of the basic worker role categories (indoor vs. outdoor; things vs. people)
4. The ability to verbalize "I want to be a worker when I grow up"

Intermediate Level (4-6) Students will demonstrate
1. Knowledge of the two basic roles in work—producer and consumer
2. Examples of worker roles by occupational cluster
3. Knowledge where difference goods and services can be obtained

Elementary Career Education

Goals for Occupational Vocabulary

Primary (K-3) Students will demonstrate
1. An understanding of the meaning of basic vocabulary related to worker roles
2. An understanding of the meaning of basic vocabulary words related to consumer roles
3. An increase in the ability to identify the occupations of all family members and workers in the school

Intermediate Level (4-6) Students will demonstrate
1. Knowledge of the names of occupations within a selected cluster
2. An increase in the ability to identify the occupations of the community workers
3. An increase in the ability to identify the occupations of the community workers in the state

Goals for Occupational Alternatives

Primary (K-3) Students will demonstrate
1. The ability to identify differences between occupational settings and roles
2. The ability to verbalize some initial choices of occupations

Intermediate Level (4-6) Students will demonstrate
1. The ability to identify occupations that require the performance of activities they enjoy
2. An understanding that occupations and life styles are related
3. Continuing "choosing behaviors" among occupational alternatives to which they are exposed

Goals for Basic Information on Realities of Work

Primary (K-3) Students will demonstrate an understanding
1. Of the reality that most people work
2. Of the need for division of labor within the family, classroom, and community
3. That certain behaviors are associated with work (being on time)
4. That work involves someone telling someone else what to do, how to do it, and when to do it

Intermediate Level (4-6) Students will demonstrate
1. That many people can't obtain work due to lack of basic work skills and an ethic
2. An understanding of the importance of time in the work setting
3. An understanding of the UNWRITTEN rules for work behavior
4. An understanding why some jobs pay more than others

SOURCE From *Career Education For The Handicapped Child In The Elementary Classroom* (pp. 32-34, 51-53, & 94-98), by G.M. Clark, 1979, Denver: Love Publishing Co. Copyright 1979 by Love Publishing Co. (Adapted with permission.)

School-to-Work and SCANS

Topics

- School-to-work and special education transition programs

Lesson Matrix

Objective	*Materials Needed*	*Time*
6-1. Students will identify school-to-work components and compare and contrast them to the special education transition models.	• O-6.1-6.8 • H-6.1-6.4	75
break		15
6-2. Students will identify SCANS competencies and foundations and match them to their own educational history.	• H-6.5 and 6.6	65
Total Time		155

References

(Same as student readings)

Student Readings

WWW—School-to-Work

School to Work National Office
http://www.stw.ed.gov/

An Excellent Legislation Overview - plus many other issues on school-to-work
http://www.flstw.fsu.edu/

Overviews of California's School-to-Work Program - other information
http://wwwstc.cahwnet.gov:80/

Overview's of Colorado's School to Career Program & Learning Activities (see bottom of page)
http://governor.state.co.us/gov_dir/ltgov/schooltowork/index.html

An Excellent Discussion of Career Pathways
http://www.state.nh.us/doe/stwcarer.htm#what

Several School-to-Work Sites and Basic Information
http://www.ncrel.org/sdrs/areas/sw0cont.htm

A School-to-Work Site Devoted to Students with Disabilities
http://www.ici.coled.umn.edu/schooltowork/default.html

The Federal School-to-Work Legislation
http://www.stw.ed.gov/factsht/act.htm

WWW—SCANS

Provides an Overview of SCANS
http://www.ed.gov/databases/ERIC_Digests/ed389879.html

http://www.ed.gov/databases/ERIC_Digests/ed339749.html

Print

Benz, M. R., Yovanoff, P., & Doren, B. (1997). School-to-work components that predict postschool success for students with and without disabilities. *Exceptional Children*, 63, 151-165.

Students identify school-to-work components and compare and contrast them to the special education transition models

Time:
75 minutes

Overview:
The purpose behind this lesson is to learn about the new school-to-work initiative and understand its relationship to the special education transition effort. Reading of the web pages and class discussion will help students understand the importance of making transition an all-school effort—not one just directed at students who are having trouble in school.

Introductory Script:
On May 4, 1994, President Bill Clinton signed the School-to-Work Opportunities Act of 1994. This law provides seed money to states and local partnerships of business, labor, government, education, and community organizations to develop school-to-work systems. This law will create a system to prepare youth for the high-wage, high skill careers of today's and tomorrow's global economy.

There is no single school-to-work model, so these systems differ from state to state.

Script for O-6.1:
Which Do You Want Students to End up Doing After Leaving School?
The choice is simple. We can continue like we have been, resulting in many high school students being unprepared for the work world. Or we can change focus. That is what the school-to-work initiative is all about.

Script for O-6.2:
What Is School-to-Career?
Federal legislation gives the broad overview of what school-to-work is. As an educational activity, school-to-work is defined by each state. Colorado links its definition to the overall national viewpoint. Its definition is much like that provided by other states.

Ask—Why do you think Congress and the President passed this bill?

Script for O-6.3:
Career Education and School-to-Work
School-to-work emphasizes the career education methodology we discussed in the last lesson. [Once students have read the overhead, ask the class to define the career education terms used.]

Script for O-6.4:
School-to-Work Is for All Students
School-to-work starts in the early grades and continues through high school. It is a program for all students.

Script for O-6.5:
School-to-Work Is ....
School-to-work is designed to make education relevant, teach essential skills, and assist students in learning what employers need from them.

Script for O-6.6:
Basic Elements of School-to-Work
School-to-work programs contain three basic elements (read overhead).

Script for H-6.1:
An Example: The Colorado School-to-Career Partnership
This is an example of how Colorado implemented the three basic school-to-work elements. Of course, they are far from becoming reality in all the schools, but the concepts are providing direction for changes in educational practices.

Script for H-6.2, 6.3, 6.4:
School-Based Criteria; Work-Based Criteria; Connecting Activities
A group of experts from across the country shared their ideas to help make the basic school-to-work elements apply to students with disabilities. The lists in these handouts are not the ranked—ordered suggestions—just their brainstormed ideas. [Review them with your students before doing the activity.]

> ***Group Activity:***
> Divide the class into new groups of approximately 3 students. Ask each group to review handouts 6.2, 6.3, and 6.4 for objective 6-1 and to determine what items they would like to add or delete from these lists.

Script for O-6.7, 6.8:
School-to-Work Coordinator; Transition Coordinator
Many schools across the country are assigning educators to the roles of transition and school-to-work coordinators. These two overheads show a sample description of these two roles as defined by the Colorado Department of Education, Office of Special Education Services.

> ***Group Activity:***
> Divide the class up into new groups of approximately 3 students. Ask each group to identify at least three similarities and three differences between the school-to-work initiative and the special education transition mandates.
>
> Give the groups about 15 minutes to answer the question. Summarize the group results on the board under two headings: (a) similarities and (b) differences. Add to the list any that you can think of, too.

Lesson for Objective 6-2

Students will identify SCANS competencies and foundations and match them to their own educational history

Time:
65 minutes

Introductory Script:
The purpose behind this lesson is to learn the skills that employers identified as crucial. In 1991, the U.S. Dept. of Labor established basic employment skills that all students should demonstrate to be successful in the workplace. These are called the Secretary's Commission on Achieving Necessary Skills, or more simply, the SCANS skills.

Experts, including employers and workers, from across the country provided information about the essential skills workers needed to be successful. These skills were matched to the information from the professional literature, and several jobs were analyzed to determine how the skills matched with the actual jobs. The goal according of the committee that developed these skills is that the SCANS skills will impact every school and child.

Script for H-6.5, 6.6:
SCANS Foundations; SCANS Competencies
The SCANS findings are divided into foundation skills and competencies. Workers use foundation skills to build their competencies on. Foundation skills fall into three domains: (a) basic, (b) thinking, and (c) personal.

Competencies relate more to what people actually do at work. SCANS identifies five competency domains: (a) resources, (b) interpersonal, (c) information, (d) systems, and (e) technology utilization.

Together, these skills and competencies are what entry-level jobs require today and into the future. These are the skills high school graduates need to master to successfully enter the workplace.

> **Group Activity:**
> Divide the class into new groups of approximately 3 students. Ask each group to build a matrix with the SCANS competencies across the top and room for courses along the side. In the groups, ask students to identify courses either at the college or high school level that taught them these essential skills. Once these are exhausted, ask the students to list 10 or so courses they have had that have not taught them any of these competencies. Ask them to discuss the implications of their matrix.
>
> Process this with the group as a whole.

Assignment due next class session

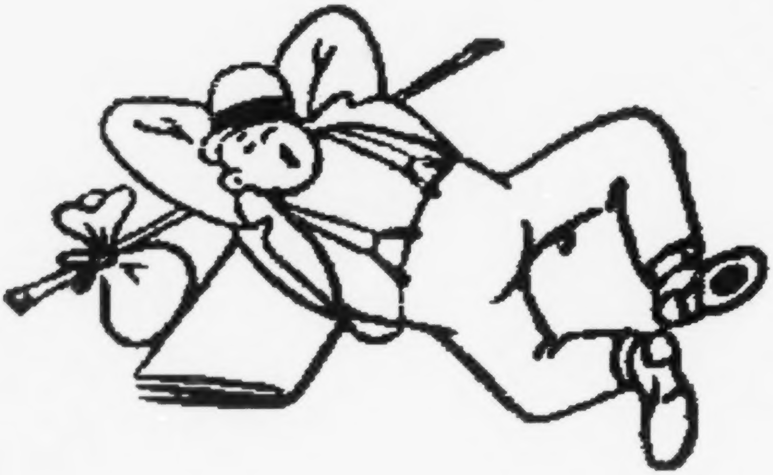
- Type a 1- to 2-page reaction log over class 6 and its assigned readings and activities.
- Have the class divide into groups of 3 students. Each group will conduct an interview with at least three employers either as a group or individually. Convert the SCANS Competencies into a survey form. Ask the employers to rate on a scale of 0 to 4 (with 4 being the highest) the importance of each competence item and subitem. Turn in a report of your findings - include your survey form. Next week each group will present their results to the class and turn-in their paper.

The instructor should allow enough time with the class to discuss this assignment and ways in which the survey can be written and conducted.

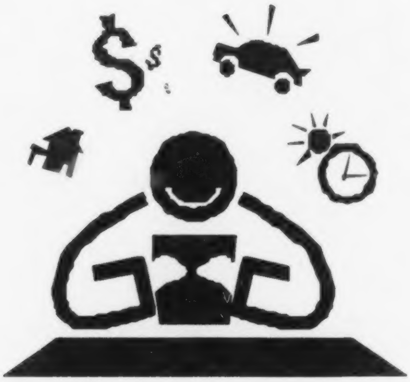
O-6.1

Which Do You Want Students to End up Doing After Leaving School?

Bum



Wage Earner



What Is School-To-Career?

School-to-career is a national initiative designed to link rigorous academic standards with knowledge about careers and, where possible, experience in the workplace.

It is based on partnerships between school districts, businesses, labor, and community organizations.

It is for all students, kindergarten through college. And, it is a systemic change in the way we educate our children, bringing relevancy to a strong academic curriculum.

—Colorado's Lieutenant Governor, Gail Schoettler

Career Education and School-to-Work

The School-to-work Opportunities Act of 1994 describes an educational system that provides:

- Career awareness
- Career exploration
- Career preparation

—http://www.ici.coled.umn.edu/schooltowork/factsheet.html

School-to-Work Is for *All* Students

When Do School-to-Work Activities Begin?

School-to-work activities begin in kindergarten and continue through 12th grade.

Who Are the School-to-Work Programs for?

The School-to-Work Opportunities Act of 1994 makes specific reference to students with disabilities, individuals from minority groups and women, recognizing the importance of including these individuals in school-to-work initiatives by increasing opportunities for them to prepare for careers that are not traditional for their race, gender, or disability.

—http://www.ici.coled.umn.edu/schooltowork/factsheet.html

School-to-Work Is...

- **Relevant Education**

  Allowing students to explore different careers and see what skills are required in their working environment

- **Skills**

  Obtained from structured training and work-based learning experiences, including necessary skills of a particular career as demonstrated in a working environment

- **Valued Credentials**

  Establishing industry-standard benchmarks and developing education and training standards that ensure that proper education is received for each career.

—http://www.ici.coled.umn.edu/schooltowork/factsheet.html

Basic Elements of School-to-Work

School-Based Learning

These experiences use the school setting as an active learning environment to help every student attain his or her academic and career goals through classes, counseling, individual planning, and support.

Work-Based Learning

These experiences use the workplace as an active learning environment to expose every student to real-life work environments, activities, and opportunities.

Connecting Activities

These activities help students bridge the gap between what they learn about work in school and what they learn about work in the workplace.

SOURCE: Laurie Maxson, Vocational Coordinator, Academy School District, Colorado Springs, CO

O-6.7

School-to-Work Coordinator

Focus

- Developing a system to coordinate business, community and educational partnerships.

Population Served

- Comprehensive services for all students in a K-16 learning system

School-to-Work Coordinator

Responsibilities

- Align educational system to promote economic development.
- Develop partnerships with community businesses.
- Facilitate local partnerships to develop and implement a comprehensive school-to-work system for all students.
- Develop a learning system (K-16) based on school-to-work (SCANS) competencies.
- Develop partnerships with community businesses.

Note: *Provision of these services is voluntary.*

Transition Coordinator

Focus

- Developing and maintaining a system of transition coordination and planning.

Population Served

- All students with an identified disability as described within IDEA.

O-6.8 (part 2)

Transition Coordinator

Responsibilities

- Develops consistent procedures for transition planning across a district or area.
- Communicates regularly with community and adult agencies to create efficient and meaningful services.
- Provides ongoing staff development to special education staff on transition planning, curriculum, and development of community services.
- Facilitates experiences for students and families that foster the evolution of their empowerment.

Note: *Provision of transition services is mandatory under IDEA.*

An Example:
The Colorado School-to-Career Partnership

School-Based Learning

The School-to-Career (work) philosophy is based on curriculum relevancy and strong academic standards. Teachers play the important role of ensuring students understand how each academic activity relates to a future job task. This integration of curriculum with career awareness will allow students to better understand their role in the workplace of tomorrow as they are learning today.

Work-Based Learning

This begins with exposing elementary school students to several career clusters. In middle school, students learn more about those clusters and the careers within each cluster through on-site workplace visits and guest speakers in the classroom. By high school, students have the opportunity to explore particular careers within their chosen cluster through shadowing, apprenticeships, internships, and part-time jobs. Once students graduate from high school, they are well-prepared to make their first career choice, whether they continue with higher education, or go directly into the workforce.

Connecting Activities

Established links between schools and businesses will connect students to work-based experience and future educational opportunities. Students will receive academic credit for work experience, and high schools will include career knowledge and exploration as a requirement for graduation. Students will also receive transition assistance from both school counselors and business mentors, whether they are going on to post-secondary education and training or enter the world of work.

This process allows students to learn core academics while also learning to apply them to a future career area. Teachers will be asked to integrate practical learning into their curriculum, and representatives of local businesses will present information to classes about their industry and skills. Businesses will also allow individual students and entire classrooms to visit on-site to observe day-to-day operations, and will hire interns and part-time workers so that students interested in a field will have a chance to explore it before making a career choice.

SOURCE: http://governor.state.co.us/gov_dir/ltgov/schooltowork/index.html

School-Based Criteria

An excellent school-based learning strategy that includes *all* learners should:

1. Support students (K-12) in exploring a variety of careers and training.
2. Integrate school-to-work processes with graduation standards and industry standards.
3. Involve employers, students, families, communities, and workers in the design and evaluation of curricula—(based on real labor market information, mentors, role models, and non-traditional employment options).
4. Include state-of-the-art technology.
5. Encourage students, through training, to understand their learning style, interests, abilities, and disabilities as well as encourage them to set goals and career plans.
6. Offer a variety of learning situations (size, teaching and learning style, location, individualized, working as a team, interpersonal skills).
7. Be flexible, adaptable, and emphasize access based on interest—not prerequisites or categorical labels.
8. Ensure that instructional strategies apply to a variety of types of students.
9. Provide support to students in their chosen activities throughout the school-to-work system.
10. Provide support and training from traditional and nontraditional sources for all partners (school personnel, business and industry, students, families, etc.).
11. Build capacity in students to serve as mentors for other students and help them learn self-advocacy skills (how to stand up for themselves and know their rights and responsibilities regarding federally mandated protections).
12. Guarantee that each course is relevant to a successful adult life. Every teacher should be able to explain the importance of the material to students.
13. Demonstrate recognition of things that aren't working, develop a solution, and continually improve on that solution.
14. Coordination of curricula across all subject areas within a school-to-work framework.

SOURCE: *"All Means All" School-to-Work Project*, Minnesota Dept. of Children, Families, & Learning, 1997

Work-Based Criteria

An excellent work-based learning strategy that includes *all* learners should:

1. Ensure that learners understand their strengths, interests, learning styles, etc., and can share this information with employers and others to create the supports they need to be successful.
2. Occur as a result of a learner's interests and career goals.
3. Integrate and link with past, present, and future learning experiences (e.g. academic, vocational, career guidance, etc.).
4. Ensure learners' access to understanding and/or experiencing all aspects of an industry, including career path/clusters (e.g., occupational areas, etc.); business structures (e.g., nonprofit, profit, government, entrepreneurial, etc.), and industry-specific occupations.
5. Provide access to traditional and nontraditional work-based experiences and career options.
6. Ensure that workplace partners understand the expectations of the workplace support role.
7. Occur as a result of an individualized plan with measurable outcome jointly developed by learners, school personnel, and employers.
8. Result in paid employment or postsecondary education/ other training related to career choice upon graduation.
9. Ensure adequate supports for success during school and after graduation for success (e.g. community/school supports, child care, home living, cultural sensitivity, etc.).
10. Promote workplace compliance with federally mandated protections.
11. Include followup, follow-along evaluations involving employers, learners, and others.

SOURCE: *"All Means All" School-to-Work Project,* Minnesota Dept. of Children, Families, & Learning, 1997

Connecting Activities

Excellent connecting activities that includes *all* learners should:

1. Include students at every level of planning and implementation—individual, local and state and through the entire process/cycle of school-to-work activities.
2. Provide all students opportunities to acquire skills and knowledge required for the workforce and lifelong learning.
3. Provide opportunities for educator, business, employer, and labor exchanges.
4. Ensure students and families receive the necessary support and guidance to benefit from and contribute to all school-to-work opportunities and options.
5. Ensure all students see the relevance of their learning through the infusion of real-life situations with curriculum.
6. Ensure all partners receive the necessary support and guidance to be involved in school-to-work opportunities.
7. Include commitment and buy-in from all key stakeholders.
8. Provide opportunities for students to learn about, be involved in, and be informed by student leadership organizations.
9. Provide opportunities, starting in elementary school and often, for every student to have exposure to an integrated experience between school and career.
10. Ensure students and families process the information required to be equal partners and can take responsibility to make informed choices about their work-based and postsecondary options.
11. Include coordination and articulation between secondary and post-secondary settings.
12. Promote greater understanding of individual capabilities and the relationship to the work place.
13. Ensure coordination and articulation between traditional and nontraditional educational organizations and community services to ensure access for all youth.
14. Remove bureaucratic barriers to school-to-work activities.

SOURCE: *"All Means All" School-to-Work Project,* Minnesota Dept. of Children, Families, & Learning, 1997

SCANS Foundations

Basic Skills

- **Reading**—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- **Writing**—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- **Math**--performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- **Listening**—receives, attends to, interprets, and responds to verbal messages and other cues.
- **Speaking**—organizes ideas and communicates orally.

Thinking Skills

- **Creative thinking**—generates new ideas.
- **Decision-Making**—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- **Problem-Solving**—recognizes problems and devises and implements plan of action.
- **Seeing things in the mind's eye**—organizes and processes symbols, pictures, graphs, objects, and other information.
- **Knowing how to learn**—uses efficient learning techniques to acquire and apply new knowledge and skills.
- **Reasoning**—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Personal Qualities

- **Responsibility**—exerts a high level of effort and perseveres towards goal attainment.
- **Self-esteem**—believes in own self-worth and maintains a positive view of self.
- **Sociability**—demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.
- **Self-management**—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
- **Integrity/honesty**—chooses ethical courses of action.

—U.S. Department of Labor. (1991). What work requires of schools: A scans report for America 2000 Washington, DC: Author.

SCANS Competencies

Resources: Identifies, organizes, plans, and allocates resources

- **Time**—selects goal relevant activities, ranks them, allocates time, and prepares and follows schedules.
- **Money**—uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
- **Material and facilities**—acquires, stores, allocates, and uses materials or space efficiently.
- **Human resources**—assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Interpersonal: Works with others

- **Participates as member of a team**—contributes to group effort.
- **Teaches others new skills**.
- **Serves clients or customers**—works to satisfy customers' expectations.
- **Exercises leadership**—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- **Negotiates**—work towards agreements involving exchange of resources, resolves d ivergent interests.
- **Works with diversity**—works well with men and women from diverse backgrounds.

Information: Acquires and uses information

- **Acquires and evaluates information**.
- **Organizes and maintains information**.
- **Interprets and communicates information**.
- **Uses computers to process information**.

Systems: Understands complex interrelationships

- **Understands systems**—knows how social, organizational, and technological systems work and operates effectively with them.
- **Monitors and correct performance**—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions.
- **Improves or designs systems**—suggests modifications to existing systems and develops new or alternative systems to improve performance.

Technology

- **Selects technology**—chooses procedures, tools or equipment including computers and related technologies.
- **Applies technology to task**—understands overall intent and proper procedures for setup and operation of equipment.
- **Maintains and troubleshoots equipment**—prevents, identifies, or solves problems with equipment, including computers and other technologies.

—U.S. Department of Labor. (1991). What work requires of schools: A scans report for America 2000 Washington, DC: Author.

Class 7

Transition and School-to-Work: *"Up Close and Personal"*

. . . .

Topics

- Presentations by local and state school-to-work and special education transition coordinators on their programs

Lesson Matrix

Objective	*Materials Needed*	*Time*
7-1. Students will identify methods used in local or state transition initiatives. Similarities and differences from information presented in previous class will be discussed.	• invite local and state transition staff to overview their programs • invite local and state school-to-work staff to overview their program	100
break		15
7-2. Students will match opinions of local employers to that of the SCANS report.	• be prepared to give students feedback on content and presentation style	40
Total Time		155

Materials to Check on or Obtain
Check with your library to determine if your campus subscribes to *Career Development for Exceptional Individuals*. (CDEI). If not, ask them to order it and back copies on microfiche. If your library does not subscribe to *CDEI* and can't obtain copies before this class, determine the best means for students to order articles from this journal through from your interlibrary loan department.

NOTE:

If you do not know your state school-to-work staff, go to http://www.stw.ed.gov/ and look at the state initiative section. It provides a map of the country from which you can click on your state to get your local contact.

Likewise, if you do not know your state transition staff, go to http://mail.ici.coled.umn.edu/ntn/states/ and click on your state to secure a contact person. You can also use http://www.vcu.edu/rrtcweb/techlink/iandr/transition/contacts.html for another state contact listing.

Before Class Preparation
Transition and school-to-work activities are more than likely being carried on in a number of ways in your area and state. Invite school, community and State Dept. of Education staff who are directly involved in delivering, planning, and administrating, transition and school-to-work services.

Be sure to send them any needed parking permits and directions to get to your class room. Tell the guests to arrive 10 to 15 minutes before the start of class, so you can brief them on your class and your students' understanding of school-to-work and transition issues. You may also want to send your guest speakers a copy of your course syllabus so they can see what you have been covering so far in the course.

Transition Professionals
Your local school district more than likely has a transition teacher or coordinator on staff. Likewise, the State Dept. of Education probably has a transition consultant. Invite each and ask them to explain what they are doing in their roles and the position their employer takes with regard to transition. Ask them to bring any slides, video, or overheads that would help explain their programs and professional roles.

School-to-Work Professional
Your local school district and State Sept. of Education office may have on staff a professional who is working to implement the school-to-work initiative. Invite each and ask them to explain what they are doing in their roles and the position their employer takes with regard to transition. Ask them to bring any slides, video, or overheads that would help explain their programs and professional roles.

Students will identify methods used in local or state transition initiatives. Similarities and differences with information presented in the previous class will be discussed.

. . . .

Time:
100 minutes

Overview:
The purpose of this objective is for students to see how transition and the school-to-work initiative is being implemented in their own area. In addition, this activity will add realism to the concepts discussed in general terms.

Class Activity:
Introduce your guests and students to each other. Assist with their presentation as needed. Afterwards, facilitate a discussion about any unanswered questions you or the class members may have.

At the end of the presentation, ask your guests how they see the short- and long-term relationship between special education transition activities and the school-to-work initiative.

Students will match local employers' opinions to the views of the SCANS report

. . . .

Time:
40 minutes

Overview:
The purpose of this objective is for students to report to the class the results of their local SCANS employer survey. Ask each group of students to present their summary. On the board write down the competencies identified with a 3 or 4 rating and the type of employer. At the end of the presentations, discuss with the group how their findings are alike as well as different from the SCANS findings.

Note: You may want to provide additional written feedback for your students on their presentation style and delivery.

Assignment due on next class session

- Type a 1- to 2-page reaction log over class 7 activities.
- Turn in five typed 1- to 2-page summaries and reflections of articles you read from the last five years of *Career Development for Exceptional Individuals.*

Class 8

Student and Parent Perspectives

Topics

- Visiting students and parents describe their life, their experiences with school transition activities, and what they would like to see educators do to facilitate this process

Lesson Matrix

Objective	*Materials Needed*	*Time*
8-1. Class participants will list the factors that current and recently graduated students said facilitated their transition and those that didn't.	• arrange for a few current students with an IEP and students who have recently left school to visit the class and share their experiences	60
break		15
8-2. Class participants will list the factors the parents said facilitated their transition and those that didn't.	• arrange for a few parents of current students with an IEP and of students who have recently left school to visit the class and share their experiences	80
Total Time		155

Student Readings

WWW

Parents Working for Transition
http://www.vcu.edu/rrtcweb/techlink/

Parents' Roles in Transition
http://www.ed.gov/databases/ERIC_Digests/ed282093.html

Parents' Desire for Transitions
http://www.ed.gov/databases/ERIC_Digests/ed363798.html

Family Role in Career Education
http://www.ed.gov/databases/ERIC_Digests/ed389878.html

Parents Helping Parents
http://www.php.com/

The Beach Center on Families with Disabilities from the University of Kansas—What's nice about this page is that it provides a section for dads who have a child with a disability, be sure to check this out!
http://www.lsi.ukans.edu/beach/beachhp.htm

Print

Boone, R. S. (1992). Involving culturally diverse parents in transition planning. *Career Development for Exceptional Individuals*, 15, 205-221.

Hanley-Maxwell, C., Whitney-Thomas, J., & Pogologg, S. M. (1995). The second shock: A qualitative study of parents' perspectives and needs during their child's transition from school to adult life. *Journal of the Association for Persons with Severe Handicaps*, 20, 3-15.

Lesson for Objectives 8-1 and 8-2

Class participants will list the factors that current and recently graduated students and parents said facilitated their transition and those that didn't

. . . .

Time:
140 minutes

Overview:
The purpose of this lesson is to hear directly from students and parents what they believe they need in the transition process. Our experience suggests that this may be the one class your students remember well into the future. It is also the one most will indicate as a highlight of the course.

Note: You may want to videotape the panel presentations. The panelists' thoughts and comments may be useful in future courses. If you do this, obtain written permission from the participants for you to use the video in future educational activities.

Where to Get Speakers

Current Students and Parents. Ask the transition coordinator who spoke in your class earlier to provide a list of names. Be sure to request students who represent different disability groupings. You want your class to hear first-hand from students who have experienced many different facets of school life.

Recently Graduated Students and Parents. Once again, ask the transition coordinator for a list of a few names. Call one of your local parent advocacy groups (a local ARC office, parent education center, etc.) for assistance, too. Also, contact one of your local supported employment programs to see if they may assist. Your local state rehabilitation office and local mental retardation agency many assist, too.

Set the Scene

Ask the speakers to describe their life history and what their school experience has been like. Since you have the entire class time devoted to them, allow each participant to tell their life's story. Focus your comments and questions on the transition process.

Arrange the room so the speakers (first students, then parents) can face the group. If your class is small enough, arrange the room in a circle.

NOTE: You may have to arrange for and assist with transportation. You can ask your students to assist. Be prepared to cover taxi or bus expense. If appropriate, send out parking permits prior to the presentation along with a detailed map of how to get to the class room.

Summary

This class may well be the highlight of the course. It will be well worth the time spent in logistical arrangements and support.

Assignment due next class session

- Type a 1- to 2-page reaction log on this week's readings and class activities. Be sure to include a statement of what you will do in your educational career to secure input and involvement from your students and their parents.

Class 9

Self-Determination and Its Components

Topic

- Self-determination, what it is, and why it is important

Lesson Matrix

Objective	*Materials Needed*	*Time*
9-1. Students will identify the major concepts involved in self-determined behavior.	• O-9.1-9.3 • H-9.1 • two videos	110
break		15
9-2. Students will identify the need for self-determination.	• O-9.4-9.6	15
9-3. Students will identify the components of the *ChoiceMaker Curriculum.*	• O-9.7 and 9.8 • H-9.2	15
Total Time		155

References

Agran, M. (1997). *Student directed learning: Teaching self-determination skills*. Pacific Grove, CA: Brooks/Cole Publishing.

Sands, D. J., & Wehmeyer, M. L. (1996). *Self-determination across the life span*. Baltimore: Paul Brookes Publishing.

Powers, L. E., Singer, G. H. S., & Sowers, J. A. (1996). *On the road to autonomy: Promoting self-competence in children and youth with disabilities*. Baltimore: Paul Brookes Publishing.

Student Readings

WWW

Overviews Self-Determination and Provides Curriculum and Assessment Information
http://TheArc.org/sdet/sdet.html

Explains the Concept of Empowerment and Describes Self-Efficacy
http://www.ed.gov/databases/ERIC_Digests/ed328828.html

Describes Self-Directed Learning
http://www.ed.gov/databases/ERIC_Digests/ed312457.html

Print

Doss, B., & Hatcher, B. (1996). Self-determination as a family affair: Parents' perspectives on self-determination. In D. J. Sands & M. L. Wehmeyer (Eds.), *Self-determination across the life span: Independence and choice for people with disabilities* (pp. 51-64). Baltimore: Paul Brookes Publishing Co.

Field, S., & Hoffman, A. (1994). Development of a model for self-determination. *Career Development for Exceptional Individuals*, 17, 159-169.

Field, S., Martin, J. E., Miller, R., Ward, M., & Wehmeyer, M. (1997). *A practical guide for teaching self-determination*. Reston, VA: Council for Exceptional Children.

Halpern, A. S. (1994). The transition of youth with disabilities to adult life: A position statement of the Division on Career Development and Transition. *Career Development for Exceptional Individuals*, 17, 115-124.

Mithaug, D. E., Martin, J. E., & Agran, M. (1987). Adaptability instruction: The goal of transitional programming. *Exceptional Children*, 53, 500-505.

Wehmeyer, M., & Schwartz, M. (1997). Self-determination and positive adult outcomes: A follow-up study of youth with mental retardation or learning disabilities. *Exceptional Children*, 63, 245-255.

Before Class Preparation

To conduct this lesson as described, you need to secure two videos prior to class.

Take Charge. (Approx. 10 minutes). Available from the Alliance for Self-determination. Oregon Health Sciences University. (E-mail Laurie Powers at powersl@ohsu.edu or call at 503.494.8316 x 7930)

Project Partnership: Three artists talk about self-determination through the arts. Very Special Arts Educational Services, 1015 18th Street, NW, Suite 730, Washington, DC 20036 (call 202.628.8080).

172

Students will identify the major concepts involved in self-determined behavior.

Time:
110 minutes

Overview:
The purpose behind this lesson is for students to learn about self-determination, its importance, and means to assess it.

Introductory Script:
Today we are going to learn about a very exciting curriculum and intervention approach for students who traditionally have not been successful in school. For reasons that you will soon see, self-determination has been given a major place in both transition and school-to-work efforts.

Script for O-9.1:
What Is "Self-Determination"?
Self-determination is one of those concepts that exist in everyday language and has a foundation in our professional heritage. It exists on a large scale, as in the self-determination of countries who are emerging from the heavy hands of colonial oppressors. Self-determination also exists on a micro-level, as with the individual who is disenfranchised, such a student in special education. If you were to do a web search on self-determination, you would find a few education sites plus those concerning development among emerging countries.

Before we look at its meaning in the professional literature, let's take a few minutes to determine what we know and think about the concept of self-determination. It's something we know about from being educated citizens.

Take 15-20 minutes to complete the following exercise. Get yourself into groups of three or so. After you introduce yourself, select a facilitator, a recorder, and a time keeper. Then answer the questions listed on the overhead. In 15-20 minutes, I'll ask you to share your findings.

[While the groups are working, roam among them to assist, listen, and offer your own thoughts when appropriate. When all are finished go to the board and write down a list of what the groups developed, question by question.]

Take Charge Video (approx. 15 minutes long)
This video shows examples of what becoming self-determined did to some high school students. As you watch the video, notice how these students defined self-determination

and what they did to change their lives. Write these points down as we will talk about them after the video

[When the video is finished, ask the class for their impressions of what they saw. Then list on the board beside the information from the first activity what the students said.]

Project Partnership Video (approx. 40 minutes)
This video shows how people with disabilities become self-determined through their interaction with the arts and how the arts can be used to teach self-determination. It also shows how the arts are a viable career for some people with disabilities. Notice how this person used self-determined behavior to attain status in an art vocation. Write down what each said about self-determination and how this can be used in education to facilitate its development. I'll ask you about their comments when the segment is over.

Script for O-9.2:
Self-Determination Definitions
Self-determination has been discussed in our field for the past 25 years, but only recently has it become a cornerstone of practice. [Show each of the definitions one at a time.]

Comments to make for each definition

- Nirje said self-determination is all-important—this means that it should be the major force behind what we are trying to accomplish.

- Deci and Ryan believe that choice starts and regulates self-determined behaviors. Choice doesn't mean anarchy. In an educational system, choice exists within a menu, much like the way a restaurant operates. Educators, for instance, won't support a student choice to "take no more tests."

- Ward is probably more responsible than any other person for getting self-determination into the forefront of educational practice. He strongly states that self-determination is the crucial goal—not getting a job, learning to tie a shoe, driving a car, or the million of other goals we focus upon. Self-determination is what special education programs should attempt to establish. He believes that it is the major outcome that we should strive to attain.

- Wehmeyer considers self-determination the driving force in someone's life.

- Field and Hoffman look at self-determination as the ability to define goals based upon knowing who you are and then obtaining those goals.

- Martin and his colleagues consider self-determination as goal attainment based upon setting goals from knowing your interests, skills, and limits, persistence in attaining the goals, using self-management strategies to attain goals, self-evaluation, and adjustments.

Script for H-9.1:
Self-Determination Constructs

Martin and Huber Marshall from the Center for Self-Determination at the University of Colorado in Colorado Springs developed a list of self-determination constructs through a multifaceted process. They looked into the professional literature from business, psychology, and education, and then combined this information with that provided by adults with disabilities, parents of children with disabilities, and professionals. This listing includes the behaviors we need to teach and provide opportunities for practice. They included all of these constructs their *ChoiceMaker Curriculum*, which we will discuss next.

[Review each of the constructs and briefly highlight several of the subcomponents. Below is a listing of points to make with each subcomponent.]

- *Self-Awareness*: Students must learn to understand what their disability means to them in functional and applied terms. This doesn't mean we tell them the educational babble that professionals use, but explains what it means to them in their life's activities.

- *Self-Advocacy:* This means the person learns how to speak up for themselves in support of their goals and activities. For instance, students learn how to actively participate in and perhaps lead their own IEP meeting.

- *Self-Efficacy*: Remember the little kids' story of the train that breaks down and finally the toys get help from a tiny engine to carry them over the mountain? What did that little engine say to itself as it went puffing over the mountain to deliver the milk, fruit, and candy to the kids in time for the next day? That's right—"I think I can. I think I can." That's self-efficacy! Think of how many students with an IEP approach a task saying to themselves "I think I can, I think I can."

- *Decision-Making*: This is the process of setting goals and making a plan to obtain that goal.

- *Independent Performance*: Here students learn the self-directed behaviors needed to accomplish the tasks to reach their goals. This includes using many different self-management strategies, including imagining what the finished task will look and feel like, self-instructions, and so on.

- *Self-Evaluation*: Students must learn to monitor what they do and compare that to their goal.

- *Adjustments*: Based upon the results, students must learn how to change any of the above.

Activity:

Return to the SCANS foundation handout from lesson 6 (H-6.5). Ask the class to divide into groups of three students to compare the SCANS foundations with the self-determination constructs. Have them mark the constructs that are included on the SCANS list. Then, ask them to consider the implications of this.

Script for O-9.3:
The Self-Determination Process

Self-determination works like this. From an awareness of their interests, skills, and limits, students will choose goals. They will then develop a plan, use self-directed behavior and the supports of others to do activities to attain their goal, evaluate their progress and the effectiveness of the their strategies and supports, and then make adjustments in any of these. Ideally, students will use this process to setup and attain their long-term goals. This process will help students get moving in the direction they want to go. Once the goals are established, self-determination also can provide the process by which they can obtain their goals.

Lesson for Objective 9-2

Students will identify the need for self-determination.

Time:
15 minutes

Overview:
The purpose of this objective is to show students the need for self-determination through a philosophical value, outcome studies, and federal policy.

Script for O-9.4 and 9.5:
Importance of Self-Determination
The need for self-determination is obvious and clear. It's been expressed in different ways for years, but finally is getting the attention it deserves.

- *Dewey* . One of the greatest educational philosophers said about 60 years ago that the aim of education is the creation of self-control. To Dewey self-control is what we now call self-determination.

- *Coleman*. In a classic study that looked at why some students succeed while others don't, James Coleman found that if students have a sense of destiny they are much more likely to be successful than those who don't. This factor was more important than socioeconomic status, which is typically what shows up as significant in this type of study.

- *Gerber et al*. This amazing study of adults who had learning disabilities while they were in school found that those who were successful adults all displayed self-determined behaviors.

Note how the first three findings relate back to the self-determination constructs we discussed earlier. What do you think about their fourth finding?

- *Wehmeyer*. This newest study found that former students who had been identified as having a learning disability or mental retardation while in school were more likely to be employed and more likely to be engaged in independent activity if they had a high level of self-determination when compared to students who had a low level of self-determination.

Script for O-9.6:
Federal Policy
The emphasis on self-determination has resulted in some astounding federal policy moves. The Rehabilitation Act, which provides the rules for how local rehabilitation offices function, says that programs used by rehabilitation offices must establish informed choice and teach self-determination. Wow!

The federal special education laws (e.g., IDEA) now mandate that transition-aged students become involved in their own IEP process. Plus, IEP transition activities must be based upon student interest and preferences. This mandate gets students involved in their own education.

Students will identify the components of the *ChoiceMaker Curriculum.*

Time:
15 minutes

Overview:
The purpose of this objective is to present the *ChoiceMaker Curriculum* as an example of how self-determination skills can be taught and how opportunities for practice be enhanced through a structured lesson package.

The *ChoiceMaker Curriculum* will provide the framework for introducing other lesson packages in future classes.

Script for O-9.7:
The ChoiceMaker Model
The *ChoiceMaker Self-Determination Curriculum* attempts to place the self-determination constructs within the self-determination process to facilitate skill development and opportunities to practice these skills in numerous settings. The *ChoiceMaker* model is basically a Choose, Manage, Evaluate, and Adjust model of teaching self-determination.

Script for H-9.2:
ChoiceMaker Curriculum Matrix
The *ChoiceMaker Self-Determination Curriculum* provides opportunities for students to learn self-determination skills by teaching them to self-manage their IEP and transition process.

This socially validated curriculum consists of three sections: (a) choosing goals, (b) expressing goals, and (c) taking action. Each section contains from two to four teaching goals and several teaching objectives addressing four transition domains. These transition domains are: (a) education; (b) employment; (c) personal; and (d) housing, daily living, and community. In this curriculum students learn to establish goals based upon their interests, skills, and limits. They learn to actively participate and even lead their own IEP meetings. Finally, students learn how to take action on their goals.

The self-determination constructs discussed earlier are included in this curriculum matrix. In the next couple of lessons we will use the *ChoiceMaker* construct to examine other self-determination teaching materials.

Script for O-9.8:
ChoiceMaker Self-Determination Transition Curriculum and Lessons

The *ChoiceMaker Curriculum* contains several lessons packages designed to attain the objectives included in the matrix. The Choosing Goals lesson packages help students learn a process to set major life goals by knowing their interests, skills, and limits. The Self-Directed IEP teaches students how to express their goals and lead their IEP meeting. Take Action teaches students a simple process to use to help accomplish their goals.

Each lesson package is introduced with a video that models what students will do. Lesson materials provide a systematic process of teaching these skills.

In the next several lessons we will examine these and other self-determination materials.

Assignment due next class session

- Type a 1- to 2-page reaction log over class 7 and its assigned readings and activities.
- Go into the business, sports (recreation), and self-improvement sections in a local community bookstore. Find the titles that relate to the self-determination constructs we discussed in class. Scan through the books to see what they are trying to accomplish and how they do it. Type a 1- to 2-page paper on your findings. Relate them to the handout on the self-determination constructs. Describe in your paper the different books that are available to teach these crucial concepts.

O-9.1

What Is "Self-Determination"?

1. Introductions
   Share group members' names and background

2. Choose

   Facilitator:

   Recorder:

   Time Keeper:

3. What does self-determination mean to you?

4. Why is it important in your own life?

5. Why is it important in the life of your students?

6. What are examples of actions, behaviors, and attitudes of self-determined people?

Self-Determination Definitions

Nirje (1972)

- Self-determination is all-important for individuals with disabilities
- Self-determination is an inherent right
- Self-determination means choice and that an individual's choice is respected

Deci and Ryan (1985)

- Choices initiate and regulate self-determined behaviors

Self-Determination Definitions

Ward (1988)

- Attainment of self-determination is the crucial goal for people with disabilities
- Self-determination is the attitudes that lead people to define goals for themselves and their ability to achieve those goals

Wehmeyer (1992)

- Self-determination means acting as the primary causal agent in one's life
- Self-determination is making choices and decisions regarding one's quality of life free from undue external influence or interference

Self-Determination Definitions

Field and Hoffman (1994)

- Self-determination is the ability to define and achieve goals based on a foundation of knowing and valuing oneself
- Factors within the individual's control and in the environment promote or discourage it [self-determination]

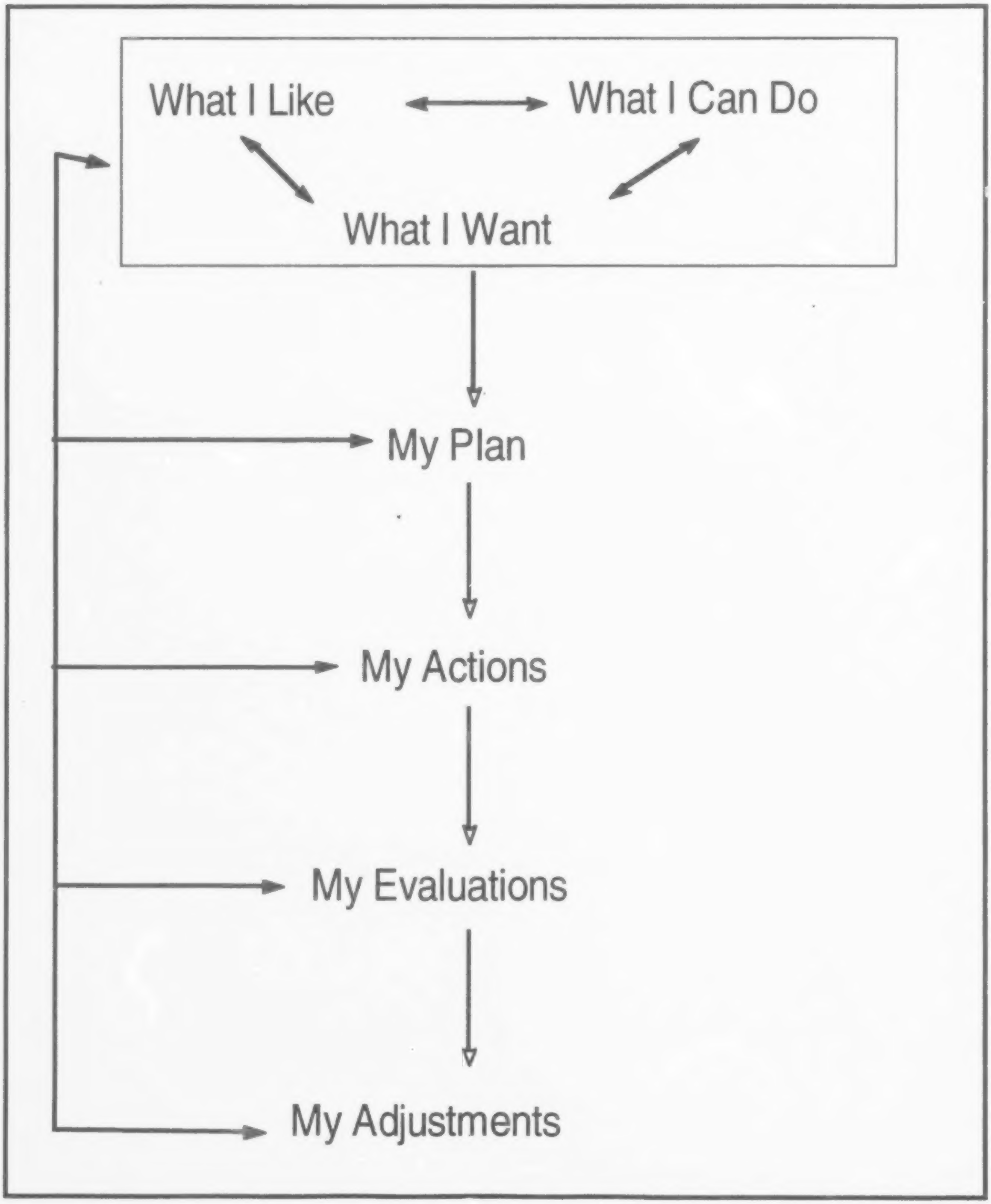
Self-Determination Definitions

Martin, Huber Marshall, & Maxson (1993)

- Self-determined people know how to choose
- Self-determined people know what they want and use their self-advocacy skills to get it
- From an awareness of personal needs, self-determined individuals choose goals, then doggedly pursue them. This involves asserting their presence, making their needs known, evaluating progress toward meeting their goals, adjusting their performance, and creating unique approaches to solve problems

O-9.3

The Self-Determination Process


What I Like
What I Can Do
What I Want
My Plan
My Actions
My Evaluations
My Adjustments

O-9.4

Importance of Self-Determination

"The aim of education is the creation of self-control"

—John Dewey, 1939

"A sense of destiny facilitates success"

—J. Coleman, 1966

"Success is geared toward the quest to gain control of their lives. This includes:

- A desire to succeed
- Having goals
- Being persistent
- Having a support network"

—Gerber, Ginsberg, & Reiff, 1992

Importance of Self-Determination

"Self-Determination is an important educational outcome if youth with disabilities are to achieve positive adult outcomes after they leave school.

Students with high level of self-determination were:

- More likely to be employed
- More likely to be engaged in independent activity"

—Wehmeyer, 1995

Federal Policy

Federal Rehabilitation Act

- Programs need to be implemented that:
    - —Establish informed choice
    - —Teach self-determination

—Rehabilitation Act Amendments of 1992

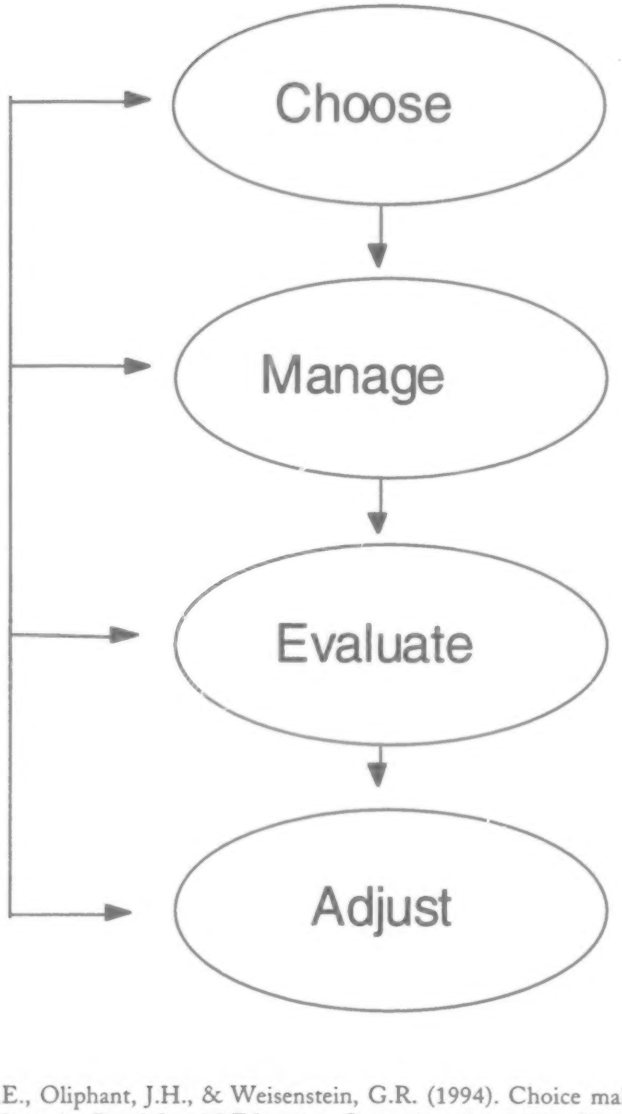
Individuals with Disabilities Education Act

- IEP activities must be based upon student preferences and interests
- Students need to be invited to their own IEP meetings

—Individuals with Disabilities Education Act, 1990

O-9.7

The ChoiceMaker Model


Choose
Manage
Evaluate
Adjust

Source: Martin, J.E., Oliphant, J.H., & Weisenstein, G.R. (1994). Choice maker: Transitioning self-determined youth. Rural Special Education Quarterly, 13, 16-23. (Reprinted with permission.)

ChoiceMaker Self-Determination Transition Curriculum and Lessons

Section	Goals	Lessons
1. Choosing Goals	A. Student Interests	• *Choosing Employment Goals*
	B. Student Skills & Limits	• *Choosing Personal Goals*
	C. Student Goals	• *Choosing Education Goals*
		• *Choosing Daily Living & Community Goals*
2. Expressing Goals	D. Student Leading Meeting	• *Self-Directed IEP*
	E. Student Reporting	
3. Taking Action	F. Student Plan	• *Take Action*
	G. Student Action	
	H. Student Evaluation	
	I. Student Adjustment	

SOURCE: Sands, D.J., & Wehmeyer, M.L. (Eds.) (1996). *Self-determination across the life span: Independence and choice for people with disabilities.* (p. 226). Baltimore: Paul H. Brookes.

Self-Determination Constructs

Self-Awareness
- Identify needs
- Identify interests
- Identify and understand strengths
- Identify and understand limitations
- Identify own values

Self-Advocacy
- Assertively state wants and needs
- Assertively state rights
- Determine needed support
- Pursue needed support
- Obtain and evaluate needed support
- Conduct own affairs

Self-Efficacy
- Expects to obtain goal

Decision-Making
- Assess situation demands
- Set goals (outcome expectations)
- Set standards
- Identify information to make decisions
- Consider past solutions for new situations
- Generate new, creative solutions
- Consider options
- Choose best option
- Develop plan

Independent Performance
- Initiate tasks on time
- Complete tasks on time
- Use self-management strategies
- Perform tasks to standard
- Follow through on own plan

Self-Evaluation
- Monitor task performance
- Compare performance to standard
- Evaluate effectiveness of self-management strategies
- Determine if plan completed and goal met

Adjustment
- Change goals
- Change standards
- Change plan
- Change strategies to improve performance
- Change support
- Persistently adjust
- Use environmental feedback to aid adjustment

SOURCE: From "ChoiceMaker: A Comprehensive Self-Determination Transition Program," by J.E. Martin and L. Huber Marshall, 1995, *Intervention in School and Clinic, 30*, p. 149. Copyright 1995 by PRO ED. (Adapted with permission.)

ChoiceMaker Self-Determination Transition Curriculum and Lessons

Section	Goals	Lessons
1. Choosing Goals	A. Student Interests B. Student Skills & Limits C. Student Goals	• *Choosing Employment Goals* • *Choosing Personal Goals* • *Choosing Education Goals* • *Choosing Daily Living & Community Goals*
2. Expressing Goals	D. Student Leading Meeting E. Student Reporting	• *Self-Directed IEP*
3. Taking Action	F. Student Plan G. Student Action H. Student Evaluation I. Student Adjustment	• *Take Action*

SOURCE: Sands, D.J., & Wehmeyer, M.L. (Eds.) (1996). *Self-determination across the life span: Independence and choice for people with disabilities.* (p. 226). Baltimore: Paul H. Brookes.

Class 10

Assessing Self-Determination Skills and Opportunities

Topic

- Assessing self-determination skills and opportunities

Lesson Matrix

Objective	*Materials Needed*	*Time*
10-1. Students will identify the relationship between self-determination skills and opportunity to practice them by completing the *ChoiceMaker Curriculum*-referenced assessment	• *ChoiceMaker Assessment* for each student	40
break		15
10-2. Students will compare the relationship between the ARC assessments and the Self-Determination Knowledge Scale	• ARC Self-Determination Assessment scale for each student • Self-Determination Knowledge Scale	100
Total Time		155

Student Readings

WWW

A Review of the ARC Self-Determination Scale
HTTP://TheArc.org/sdet/sdasspro.html

An Overview of the ARC's Self-Determination Program
HTTP://TheArc.org/sdet/sdet.html

Before-Class Preparation

To conduct this lesson as described, you need to secure materials prior to class. Order the *ChoiceMaker* Assessment, the ARC Assessment, and the Knowledge Scales.

— *ChoiceMaker Assessment*
Sopris West
1140 Boston Ave.
Longmont, CO 80501
800-547-5747
http://www.sopriswest.com/home.htm

— *General Measures of Self-Determination* (order either the ARC or the Knowledge Scale)

- *The ARC's Self-Determination Scale*. [Be sure to order several scoring manuals, too, as you can't complete the assessment without it.]
  The ARC's Self-Determination Program
  500 East Border Street, Suite 300
  Arlington, TX 76010.

- *Self-Determination Knowledge Scale*.
  Pro-Ed Publishing Company
  8700 Shoal Creek Blvd
  Austin, TX 78757
  800-577-1638

Students will identify the relationship between self-determination skills and opportunity to practice them by completing the *ChoiceMaker* curriculum-referenced assessment.

Time:
40 minutes

Introductory Script:
Pull out handout 9.2 from the last class that shows the *ChoiceMaker Curriculum.* The *ChoiceMaker Assessment* measures student skill and the opportunity the school provides in each of these objectives. The assessment produces a profile that shows the student's skills and the opportunities available to practice self-determination in the school. This is a tool for measuring student progress across time as well as a school team's progress in providing more opportunities to teach self-determination.

Today we are going to learn how to use this assessment scale, and then compare it to a general measure of self-determination that is based upon the same general conceptual framework.

Activity:
Provide each student a copy of the *ChoiceMaker Assessment.* Show them how the assessment works and how it matches the curriculum matrix. Point out that they need to answer two columns of questions: (a) a measure of student skill, and (b) the opportunity available for the student to practice those skills.

When completing the student skill section, tell the students that this is based upon how well they have seen the student perform the various skills. It's not a measure of how well they think the student could do, but what they have actually seen the student do.

When completing the opportunity sections, tell the students this measures the opportunity the school provides to do each of these activities for the student who is being assessed.

Show the students how to total each subsection and each section. Tell them to transfer this information to the profile on the back of the assessment. Explain to them how this profile works.

Ask the students to individually fill out the profile for a student with an IEP whom they know. If they do not know all the information, just have them make a best guess based upon what they think would have happened—after all, this is just an exercise in how to do this assessment.

When completed, ask students to share their profile results. Ask them to highlight the best opportunities they saw to teach self-determination and the areas that provided the least amount of opportunities.

Students will compare the relationship between the ARC assessments and the Self-Determination Knowledge Scale.

. . . .

Time:
100 minutes

Introductory Script:
Now you are going to complete *the ARC Self-Determination Assessment* and *the Self Determination Knowledge Scale*. These assessments tie in with two self-determination curricula that are similar yet different in their approaches.

Activity - ARC and Knowledge Scale

Explain how to complete the assessment tools and ask the students to complete them. When using the ARC assessment tool, make certain you understand the final profile building steps. You must use the manual to convert actual scores into the format used in the profile.

When finished, ask students to discuss their experiences with these scales. Then, ask them to determine the ones they will want to use in their educational practice and to explain why to group.

Assignment due next class session

- Type a 1- to 2-page reaction log over class 10 and its assigned readings and activities.
- Administer the *ChoiceMaker Assessment* with a currently employed special educator focusing on one of the educator's students. (This can't be another student in the class.) As in class, ask the educator to rate what she or he has seen the student do and the opportunity the school provides for this student. Turn in a 1-page summary of the results of the assessment and of the educator's reaction to the questions. Attach a copy of the completed profile to your one-page writeup.

Class 11

Self-Determination: *Expressing Goals*

Topic

- Examination of different lesson packages designed to help students

Lesson Matrix

Objective	*Materials Needed*	*Time*
11-1 Students will understand the importance of involving individuals in their own IEP process.	• *At Your IEP Meeting* video • NICHY handouts and audiotape • Audiotape deck • H-11.1	75
break		15
11-2. Students will identify the steps needed to lead an IEP meeting.	• *The Self-Directed IEP*	45
11-3. Students will identify self-determination lesson packages designed to teach student leadership of the IEP.	• *Self-Advocacy Strategy* • *Whose Future Is It Anyway?* • O-11.1-11.3	20
Total Time		155

Student Readings

Print

Martin, J. E., Huber Marshall, L., & Maxson, L. L. (1993). Transition policy: Infusing self-determination and self-advocacy into transition programs. *Career Development for Exceptional Individuals,* 16, 53-61.

Martin, J. E., & Huber Marshall, L. (1996). ChoiceMaker: Infusing self-determination instruction into the IEP and transition process. In D. J. Sands & M. L. Wehmeyer (Eds.), *Self-determination across the life span: Independence and choice for people with disabilities* (pp. 215-236). Baltimore: Paul Brookes Publishing Co.

Martin, J. E., & Huber Marshall, L. (1997). ChoiceMaking: Description of a model project. In M. Agran (Ed.), *Self-directed learning* (pp. 224-248). Pacific Grove, CA: Brookes/Cole Publishing Co.

Before-Class Preparation

To conduct this lesson as described, you need to secure the following materials prior to class.

A Student's Guide to IEP and *Helping Students Develop their IEPs + audiotape*

This package is written for students, parents and teachers who would like to help students with disabilities become involved in developing their own Individualized Education Programs (IEPs). It is accompanied by an audiotape of teachers, parents, and students discussing how they have helped students become active participants in the IEP process. NICHY hopes that, together, the guide and the tape will answer many questions about involving students in planning their own education. The materials help all parties involved to realize that students can learn (a) more about their strengths and skills and be able to tell others; (b) more about their disability, including how to talk about and explain the nature of their disability to others; (c) what accommodations are and what types of accommodations might help them succeed in the classroom; (d) how to speak for themselves; (e) skills necessary for self-determination and independent decision-making; (f) about the goals and objectives that form the basis for their education and why these goals and objectives are important for them; and, ultimately, (g) to become more involved in their own education. These materials are copyright free, so you can make copies for your class.

Order from: National Information Center for Children and Youth with Disabilities, P. O. Box 1492, Washington, DC 20013-1492, 800-695-0285.

At Your IEP Meeting

This is a 9-minute video made by the Virginia Dept. of Education showing the importance of students being involved in their own IEP meeting.

Order from: Virginia Department of Education, P.O. Box 2120, Richmond, VA 23216, Contact: Sharon deFur.

Self-Directed IEP

The *Self-Directed IEP* helps students learn the skills needed to actively participate or even lead their own IEP "staffings" meeting. Students learn how to express their interests, skills, limits, and how to secure support to reach their own goals. Students learn valuable self-determination skills, including self-awareness, self-evaluation, goal-setting, decision-making, and cooperative meeting behaviors. The program includes two videotapes, a student workbook, a teacher's manual, and an assessment instrument. The *Self-Directed IEP in Action* video (7 minutes) introduces parents, students, and educators to the *Self-Directed IEP* process. The *Self-Directed IEP* video (17 minutes) models the 11 steps students need to lead their own IEP meeting. The teacher's manual provides supporting materials to prepare for successful implementation of the lessons, as well as overall instruction guidance. The *ChoiceMaker Self-Determination Assessment* is a pre/post tool to measure student progress. This program is intended for students with mild to moderate learning disabilities, mental retardation, and behavior problems, but can be adapted for students for more severe disabilities.

Order from: Sopris West Publishers, 1140 Boston Avenue, Longmont, CO 80501, 800-547-6747.

Self-Advocacy Strategy for Education & Transition Planning

This is a motivation strategy students use when preparing for and participating in an educational conference, including the IEP and transition planning meetings. The strategy steps teach students how to get organized before a conference and how to communicate during the meeting. Students use the acronym "I PLAN" to remember the five strategy steps. Each letter cues the students to use each step. The five steps are: Inventory, Provide Your Inventory Information, Listen and Respond, Ask Questions, and Name Your Goals. This package is one of the motivation strategies of the Strategies Intervention Model from the University of Kansas.

Order from: Edge Enterprises, Inc., P.O. Box 1304, Lawrence, KS 66044, 913-749-1473.

Whose Future Is It, Anyway? A Student-Directed Transition Planning Process

This instructional package provides students the opportunity to acquire the knowledge and confidence to take part in the transition process as an equal partner. The package emphasizes disability as a part of the human condition and stresses that students need to be aware of their own learning abilities and needs. Each session teaches students something they can use in their transition meeting. Students learn how to: write and track goals; identify community resources; how informed consent affects them; how to communicate in small groups; and how to participate in a meeting.

Order from: The Arc National Headquarters, Self-Determination Program,
500 East Border Street, Suite 300, Arlington, TX 76010, 800-433-5255.

Class participants will understand the importance of involving students in their own IEP process.

. . . .

Time:
75 minutes

Overview:
The purpose of this objective is to show the importance of students actively participating at their own IEP meeting and to gain a beginning understanding of how to accomplish this.

Script for H-11.1:
Components of a Comprehensive School-to-work Transition Policy
A few years ago the Academy School District in Colorado Springs established a school board-approved transition policy. Central to that policy was self-determination and student leadership of their own IEP process. Rather than thinking that transition was a simple linkage to post-school services, this unique policy established self-determination as an educational outcome.

When this policy was written, self-determination methodology was in its early development and the district called it Adaptability Skills. This policy viewed participation in the IEP process as an opportunity to learn self-determination skills. Notice in this policy that students begin attending their own IEP meetings while in grade school and learn how to participate in the meetings before leaving grade school. By the time students are in middle school they are learning how to lead their own IEP meeting. This process continues through the high school years.

Notice, too, how this district recognized the importance of a K-12 career education program.

Activity:
Show the 9-minute video, *At Your Own IEP* (Virginia Department of Education). After watching, ask the class to break up into groups of three and discuss what they saw.

Activity:
Pass out copies of the NICHY "A Student's Guide to the IEP." Ask students to read through the booklet individually. Have the class discuss the implications of this handout once they have read it.

Pass out copies of the NICHY "Helping Students Develop Their IEPs." Ask students to read through the booklet individually. Have the class discuss the implications of this handout once they have read it.

Play both sides of the NICHY audiotape. Ask students to take notes of the main points made by both presenters. When finished, ask students to discuss their findings and the implications. Bring this out in the discussion of the whole.

Students will identify the steps needed to lead an IEP meeting.

Time:
45 minutes

Overview:
The purpose of this objective is to show the *Self-Directed IEP* as one tool to help students learn the skills needed to lead their own IEP meeting.

Introductory Script:
IDEA now requires that students of transition age be invited to attend their own IEP meetings. Data from Laurie Powers from the Oregon Health Sciences Center (1997) tell us that if students are simply invited and not instructed on what to expect, what to do, or coached through the process, the results are not very good. Specifically, she found that when students simply attend without any prior instruction they did not understand the language, they feel as though the team didn't listen to them, they did not know the purpose of the meeting, and did not think it was a very good experience. Interestingly, when Laurie Powers interviewed the parents, she got the same answers! The parents didn't know the purpose, didn't understand the language, felt that the team didn't listen to their child, and were not very satisfied with the process.

Another recent study by Field, Sawilowsky, and Hoffman (in press) found that "students with disabilities . . . experienced low levels of involvement in the development of their IEPs, including the transition planning components. We found that students had very little preparation for their IEP meeting."

Martin and Huber Marshall (1997) conducted a three-year survey of IEP meeting participants. Data from over 1,500 survey forms from three years found, among other things, that IEP meeting participants talked more about student interests if the student attended the meeting, and less if the student did not attend.

Script for O-11.1:
Findings from Florida State University
Sweeney and Menchetti from Florida State University found that the *Self-Directed IEP* was effective in producing several IEP-related outcomes.

Script for O-11.2:
Eleven Steps to the Self-Directed IEP
Look at the *ChoiceMaker Curriculum* matrix from the last class. Find the Expressing Goal section. The *Self-Directed IEP* is the package designed to help accomplish these objectives.

The *Self-Directed IEP* teaches students 11 steps to actively participate and lead their own IEP meeting.

Most teachers are able to teach these 11 steps in about two weeks with 45- or so minute class periods. We will use the *Self-Directed IEP* as one example of how to teach these crucial skills. Many teachers combine the *Self-Directed IEP* with other instructional packages to meet the needs of their students. We will also look at other packages before this class is over.

> ***Activity Script:***
> The *Self-Directed IEP in Action* video is used to introduce students to the concepts of leading their own IEP meeting and self-determination. Several teachers have also shown it to parent groups and educators to inform them of the shift in how IEP meetings are going to be conducted.
>
> Show the *Self-Directed IEP In Action* video. This video was taped in two high schools in Colorado Springs. You will see students who have already led their IEP meeting teach others how to do it, scenes from a class teaching students how to participate in their IEP meeting, and a general student discussion about the importance of self-determination.
>
> Afterwards have students talk briefly in their three-person groups about the video, what they learned from it, and how they could use it.

> ***Activity Script:***
> The *Self-Directed IEP* video shows a perfect IEP meeting. It is meant to be a model for students to watch to learn the steps needed to lead their own meeting. It is void of any troubling content or issues. Each of the steps in the video matches a lesson in the student workbook.
>
> In most cases, the teacher who taught the student how to lead his or her own IEP meeting will sit to the right of the student and coach the student through the process. By the end of the lessons the teacher will know the steps the student will most likely do independently and those with which he will need support. The teacher will be there to coach the student through it.
>
> Remember, educators still have their typical IEP paperwork to complete.
>
> Show the *Self-Directed IEP*.
>
> After the video, review both the student workbook and the teacher's manual. Explain how each lesson works. Provide each student at least a copy of the student manual to look at.

Script for O-11.3:
Make the IEP Meeting into a Celebration

The IEP process is a metaphor for self-determination. Nowhere is this more obvious than with the IEP meeting itself. Once students assume a leadership role in the meeting, they become empowered. The meeting changes from being a bureaucratic process that many people wish would go away to one that teaches students many crucial skills.

Although the IEP meeting itself only takes up a small portion of the student's academic year, it shows the role the student plays in school—and how educators view the student. The time is past, hopefully, where we simply do things to students. Student leadership of the IEP meeting is one powerful way to tell the student, parents, and professionals in attendance that the student plays a crucial part in their own education.

To demonstrate this several simple steps can help. [Read the overhead.]

Lesson for Objective 11-3

Students will identify self-determination lesson packages designed to teach student leadership of the IEP.

Time:
20 minutes

Overview:
The purpose of this objective is to describe other lessons packages that can assist in teaching students how to lead their own IEP process.

> **Activity:**
> Briefly review the two remaining instructional packages from the University of Kansas and the ARC

Assignment due next class session

- Type a 1- to 2-page reaction log over class 11 and its assigned readings and activities.

O-11.1

Findings from Florida State University

A group of students from different sites in Florida were divided into two groups. One group received instruction in *The Self-Directed IEP*, the other group didn't. After instruction, and when compared to the control group (the group that got no instruction), students in the instructional group:

- Attended their IEP conferences at a greater level
- Reported knowing more IEP goals
- Had greater agreement between expressed post-school outcomes and what was in the IEP
- Were more satisfied with their meeting

— Sweeney, M., & Menchetti, B. M. (1997). *Effects of the self-directed IEP*. Tallahassee: Florida State University.

Eleven Steps to the Self-Directed IEP

1. Begin meeting by stating the purpose
2. Introduce everyone
3. Review past goals and performance
4. Ask for others' feedback
5. State your school and transition goals
6. Ask questions if you don't understand
7. Deal with differences in opinion
8. State what support you'll need
9. Summarize your goals
10. Close meeting by thanking everyone
11. Work on IEP goals all year

—Martin, J. E., Marshall, L. H., Maxson, L. L., & Jerman, P. (1996). *Self-directed IEP*. Longmont, CO: Sopris Publishing Co.

O-11.3

Make the IEP Meeting into a Celebration

1. Encourage the student to invite the participants to the IEP meeting. The student has to invite those who "have to be there." But the student could also invite others. This might include a best friend, a co-worker, and a favorite teacher. In one Utah school where this was tried parental attendance improved dramatically.

2. The student must sit at the head of the table.

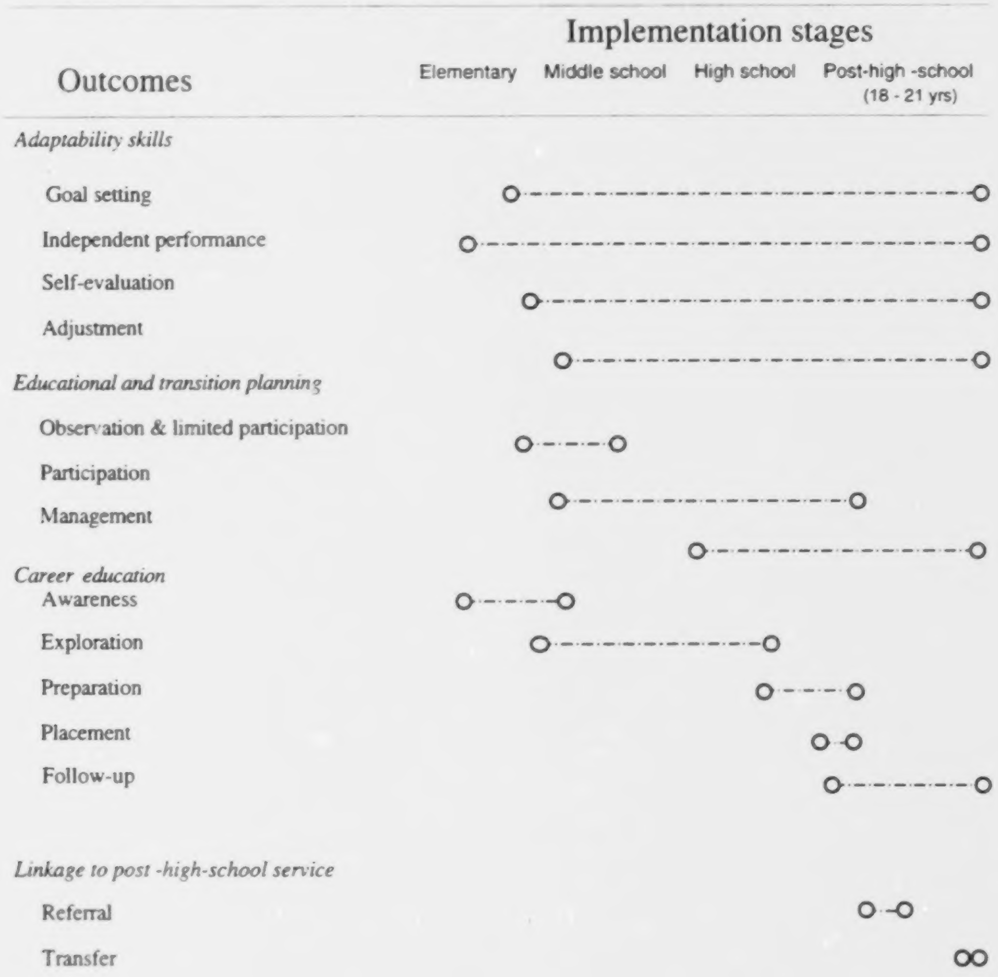
3. The teacher who taught the student what to do should sit to the student's right to coach the student.

4. Provide refreshments.

5. Prior to the meeting inform other participants that the student will be leading this meeting.

Components of a Comprehensive School-to-Work Transition Policy

Components Of A Comprehensive School-To-Work Transition Policy



SOURCE: Martin, J. E., Huber Marshall, L., & Maxson, L. L. (1993). Transition policy: Infusing self-determination and self-advocacy into transition programs. *Career Development for Exceptional Individuals*, 16, 53-61. (Reprinted with permission.)

Class 12

Self-Determination: *Choosing Goals*

. . . .

Topics

- Teaching students to choose their goals across different transition areas

Lesson Matrix

Objective	*Materials Needed*	*Time*
12.1. Students will identify the different curricula packages available to teach self-determination skills and match them to the three sections of the *ChoiceMaker Curriculum*.	• H-9.2 • H-12.1	35
12-2. Students will complete the general Choosing Goals process for a goal in their own life.	• *Choosing Goals* video • O-12.1 • H-12.2-12.3	35
break		15
12-3. Students will identify the Choosing Employment Goals procedures that can be used to help students select their vocational goals.	• H-12.4 • copies of the "Work, Social, and Personal Skills" worksheet from the *Choosing Goals* lesson package • copies of the "Dream Job Informational Interview" worksheet from the *Choosing Employment Goals*	70

	lesson package • O-12.2-12.7	
Total Time		155

Student Readings

WWW

Reviews authentic assessment, which is a useful procedure to help students learn about their interests, skills, and limits:

http://www.ericacve.org/docs/pab00002.htm

Print

Powers, L. E., Sowers, J. A., Turner, A., Nesbitt, M., Knowles, E., & Ellison, R. (1996). Take charge: A model for promoting self-determination among adolescents with challenges. In L. E. Powers, G. H. S. Singer, & J. A. Sowers (Eds.), *On the road to autonomy: promoting self-competence in children and youth with disabilities* (pp. 291-322). Baltimore: Paul Brookes Publishers.

Smith, D. J., & Nelson, J. R. (1997). Goal setting, self-monitoring, and self-evaluation for students with disabilities. In M. Agran (Ed.), *Self-directed learning*. Pacific Grove, CA: Brooks/Cole Publishers.

Before-Class Preparation

To conduct this lesson as described, you need to order *Choosing Employment Goals*.

Choosing Employment Goals. This self-determination lesson package helps students identify their employment interests, skills, and limits, and to establish an employment goal. *Choosing Employment Goals* is made up of three lesson categories, which are designed to be infused into existing employment programs and academic courses in whatever order the teacher desires. The first lesson set teaches a general choosing goals process, which teachers may introduce for any transition area. To help with this, students watch a video, *Choosing Goals*, as an introduction to the choosing goals process. The second component of the package is designed to be infused into experiential vocational programs. Here students identify their employment interests, skills, and limits and match them to environmental and supervisor demands. The third section is designed to be infused into academic course content. Students examine various job clusters, conduct dream job research, conduct informational interviews, and, if needed, complete a shadowing experience. *Choosing Employment Goals* is intended for all students, including those with mild to moderate learning disabilities, mental retardation, and behavior problems. Included is the *ChoiceMaker Self-Determination Assessment* for student progress measurement.

Order from: Sopris West Publishers, 1140 Boston Avenue, Longmont, CO 80501, 800-547-6747.

Students will identify different curricula packages available to teach self-determination skills and match them to the three sections of the *ChoiceMaker Curriculum.*

Time:
35 minutes

Introductory Script:
Several self-determination-oriented lesson packages are now available to teach students how to choose their goals. We will begin by focusing upon the *ChoiceMaker Curriculum* to look at the objectives involved in teaching students how to choose their goals.

Pull out from your notes handout 9.2: *ChoiceMaker Curriculum*. Look at the Choosing Goal section in the matrix. What are the three teaching goals in this section? That's right. Students choose their goals based upon an understanding of their interests, skills, and limits. To do this, students need to learn and express what their interests, skills, and limits are through a repeated-measures situational assessment process.

Before we look at how to do this, we are first going to look at many of the available self-determination lesson packages.

Activity and Script for H-12.1:
Self-Determination Curricula and Materials
Pass out a copy of handout 12.1: Self-Determination Curricula and Materials. This is a listing of many of the available self-determination instructional packages. As you look at the list, you will see a few that we discussed in the last class.

Please get together in groups of three or so to identify from the information provided in these descriptions if the lesson package focuses upon: (a) Choosing Goals, (b) Expressing Goals, or (c) Taking Action. Beside each description write a, b, or c. In some cases a particular lesson package will cover more than one area. In that case, write down both areas by that lesson package. Once this is finished, list the lesson packages by their type. Put the combination ones together in their own category. Don't do the assessment tools listed on the last page of the handout.

When finished, ask students to share their listings. Write on the board the lesson packages by category (i.e., Choosing Goals, Expressing Goals, Taking Action, or combinations and all three). Try to reach a class understanding about what each package is attempting to do.

Students will complete the general Choosing Goals process for a goal in their own life.

Time:
35 minutes

Overview
The purpose of this objective is for the class participants to learn the general choosing goals process as a means to help students set life-directing goals.

Video:
Choosing Goals is the video that accompanies the *Choosing Employment Goal* lesson package. In this video you will see students setting their goals once they have identified their interests, skills, and limits. The students in this video show you goals they have established for their own lives. The students thought up ways to act out their own goal-choosing scenarios. Students helped tape and edit this video. As you can tell, they also picked out the music and assisted with narration.

This video is used as the model to teach students the general choosing goals process. This is a method to help students identify is a quick and easy process the goals they want to work on.

Script for O-12.1:
Choosing General Goals (Richard)
Here's Richard's example. Remember him from the video. He's the young man from the first scene with the apron who wants to live alone. Here's his Choosing General Goals worksheet for the daily living and community participation area.

Follow it down the page number by number. When Richard got to question 5 he knew his temper was a major problem that could get him fired from his job or kicked out of his apartment. He said he would have to learn to control his temper to reach his goal. This is a community participation domain, and for Richard to attain his goal in that area, he has to learn to control his temper. If you were to directly broach this subject with Richard, chances are you could not get him to identify his temper as an area in need of change. However, by looking at an area he wants, controlling temper came out as a goal.

Activity and Script for H-12.2:
Choosing General Goals (Veterinarian Example)
Here's another example of how the Choosing General Goals process works. A student wants to be a vet. This worksheet shows what could happen. The transition area is employment. For question 1, the interest is to be a vet. What is

required to become a vet? Go ahead and fill in the answers. Look at item 3. Answer the question for item 4. Now, look at item 5. What can the person do with that limit? Explore the possibilities with item 6.

Activity and Script for H-12.3: Choosing General Goals (Blank)

You can now see how easy this process is. Here's a blank "Choosing General Employment Goal's" form. Your transition area is employment. Think about a job you would like to do that you currently are not doing—this can be in any field. Go ahead and complete this form.

Remember, if you don't know the answer to a particular question, that becomes a goal.

[Complete one for yourself using a transparency. When class is finished, show yours first. Then ask other students to volunteer what they did.]

Do you see how this would fit with areas other than employment? Think about where you would like to live or a personal goal you might have such as to exercise more or to loose weight. This process gives the user a quick understanding of where they must start to achieve their goal.

Students will identify the procedures within *Choosing Employment Goals* as exemplars for other self-determination lesson packages.

. . . .

Time:
70 minutes

Overview:
The purpose of this objective is for the class participants to learn to use C*hoosing Employment Goals* lesson package as an example of how to teach students how to learn about their employment interests, skills, and limits.

Script for O-12.2:
Choosing Employment Goals
The *Choosing Employment Goals* lesson package contains three sections. We just looked at the first on Choosing General Goals. This provides a quick way for students to determine their goals for any given domain of specific interest.

The second section simultaneously assesses and teaches students' interest, skills, and limits through field-based situational assessment. IDEA requires that all students of transition age with an IEP undertake community experiences. One way to do this is through a systematic, community-based vocational exploration program. The experience-based lessons of *Choosing Employment Goals* are designed to be infused into such a program. These experience-based lessons provide an authentic assessment of a student's interests, skills, and limits, which are combined into a vocational assessment portfolio. We will talk more about this process shortly.

The third component is the Dream Job lessons, which are designed to be used in academic classes. These activities have been used successfully in English, Career Education, Transition, and other school-based academic classes. Here students have a chance to explore jobs that may not be available for hands-on exploration.

Script for O-12.3:
Authentic Assessment
The experience-based lessons of *Choosing Employment Goals* produce an authentic assessment that results in a portfolio of interests and skills, and which limit information individualized to the person and matched to different job experiences. The information goes into a student's vocational portfolio.

[Read and discuss each of the other points on O-12.3).]

Script for O-12.4:
Sample "Job Duties I Like" Worksheet

Let's set the scene. A high school student is involved in a community employment exploration process three afternoons a week. During the entire school year, she moves to a new work site every 5 weeks. This way she has an opportunity to touch, feel, stand in, and see first-hand what several different entry-level jobs are like. The experience-based lessons provide an opportunity for students to think about the job and reflect about their experiences in comparison to either their own preferences or to the feedback provided by others.

Students choose their goals based upon an understanding of their interests, skills, and limits. The experienced-based lessons use a repeated measures design to provide the student ample opportunities to make a good decision.

Each Friday the student meets in a transition class to complete the experienced-based lessons. In class each Friday the student completes the following experience-based activities. The first is to determine if she liked the job duties at the site. As you can see on this overhead the process works like this: The student writes down the job duty and then simply indicates if she liked it or not. At the bottom of the page is a section for calculating the percent of job duties she liked. When completed, the worksheet goes into her assessment portfolio. Instead of filling out an interest inventory in a classroom her answers are based upon real-world experiences.

Script for O-12.5:
Sample "Characteristics I Like" Worksheet

We are beginning to realize that for many young workers, job characteristics are very important in making a job match. In many cases, this is even more important than the work itself. The experienced-based lessons in *Choosing Employment Goals* in a very efficient manner capture students' evolving thoughts about the characteristics they like.

In Friday's class the student fills out the left-hand section of the "Characteristics I Like" Worksheet. She then works at the job for the next week. On Friday, she fills out the "What is Here" column without looking at her first answers. She then determines if what she thought she likes is at that site. If what is in the first column exactly matches what is in the second she circles yes. If what she likes is different from what's at the site, she circles no. At the end of the form, she calculates the percent of "Characteristics I Like" matches. Sometimes students think they like a characteristic, but when they actually experience what it means, they change their mind. For instance, a student may choose "I Like To Work Outside." But when she works outside during a cold, snowy Colorado winter day, she changes her opinion of what she likes next week. This is good. Through experience, the student is learning what she likes and what she doesn't.

If students can't read or read poorly, an illustrated characteristic worksheet may be used. The idea is to find an approach that enables the student to independently express his choices.

Activity, H-12.4:
Characteristics I Like

From the *Choosing Employment Goals* package take the reproducible "Characteristic I Like" form and make copies for each student. Also provide each student a copy of handout 12.4 . This handout provides an illustrated version of the written "Characteristics I Like" form. Give one to each student. Ask them to circle the characteristics they like on a job. When finished, ask them to fold the paper in half and fill it out the characteristics at their current or most recent job and determine if there is a match. At the bottom of the page ask them to calculate the percent of characteristic matches.

When finished, ask students to get together in groups to discuss their findings and what they think of this assessment process.

Also ask the group to generate a list of typical educational characteristics that could produce a similar profile. For instance, Do I like small or large classes? etc.

Script for O-12.6:
"Job Characteristics I Like" Graph

The student takes the information from each of the "Characteristics I Like" forms and transfers that to a bar graph. For each characteristic the person chose, she will fill in one box. Over time this gives a pictorial representation of the characteristics she likes - as well as the one's she doesn't like.

At the end of a 5-week experience this information is summarized. The student picks out the items with the longest lines and identifies those as the characteristics she likes the most. She is asked to provide others that she may want but that aren't on her list. Finally, she is asked to list the characteristics that she doesn't want. These could be the shortest or blank lines on the graph or others that she may want to add it.

Script for O-12.7:
Sample "Job Duties-How I Did"

Preferences are only part of the Choosing Goals equation. Students also need to learn about their work strengths and limits. Every job comes with duties. Students who have a history of not doing well in school often underestimate or overestimate their performance. This next experience-based lesson is designed to help students learn to match their evaluations to an on-the-job supervisor. Self-evaluation is a very powerful behavior-change procedure. This process takes advantage of this power to help students realize how they are actually doing and then change their behavior accordingly. Often workers' performance improves when they monitor and get feedback on their performance.

Watch how it works. [Using the transparency, show how this process can work. You roleplay the worker and ask a student to be your supervisor.]

Activity:

Give each student a copy of the "Work, Social, and Personal Skills" worksheet from the reproducible section in your *Choosing Employment Goals* package.

Ask class participants to role-play a student and supervisor. Request that the supervisor independently rate the student. Then have both the student and the supervisor go through the match process.

Like with the "Characteristic I Like" process, students graph their supervisor's evaluations. This information is then summarized as before and it goes into the student portfolio.

Through this process, students learn their strengths and limits regarding their work, social, and personal skills. As before with the job duties, the person evaluates how she or he thinks they did and then compare their evaluations to their supervisor's. Finally they determine if their evaluation matches the supervisors.

Script for "Dream Job Section" of Choosing Employment Goals:
Using your copy of *Choosing Employment Goals*, briefly flip through the pages and show students the intent behind this set of lessons.

Provide students a handout of the "Dream Job Informational Interview" worksheet from the reproducible section of *Choosing Employment Goals*. Discuss how the interview process works and review the worksheets with them. [The homework assignment will be to complete a Dream Job interview with an employer of their choice.]

Summary
The experienced-based lessons provide students an opportunity to learn their interests, skills, and limits across a variety of job settings. In addition, their findings go into a portfolio that students understand. They use their portfolio findings to report back to the IEP meeting about what they have learned.

Assignment due next class session

- Type a 1- to 2-page reaction log on this week's class activities.
- Conduct a Dream Job informational interview with an employer of your choice. You can do this in person or over the phone. Turn in your completed form along with a 1-page summary of the experience detailing the events of your interview. Include your thoughts about students doing this process to learn more about possible jobs, and your plans to incorporate this format into your own educational practice.

O-12.1

Choosing General Goals

Name RICHARD

Transition Area DAILY LIVING & COMMUNITY

Goals

①. Do I know my interests?

YES → Write interests

Interests

LIVE ALONE

NO → Find out interests

②. Do I know what is required to do this?

YES → Write requirements

Requirements

COOK
CLEAN
PAY BILLS

NO → Find out requirements

③. Do I know my skills?

YES → Write skills

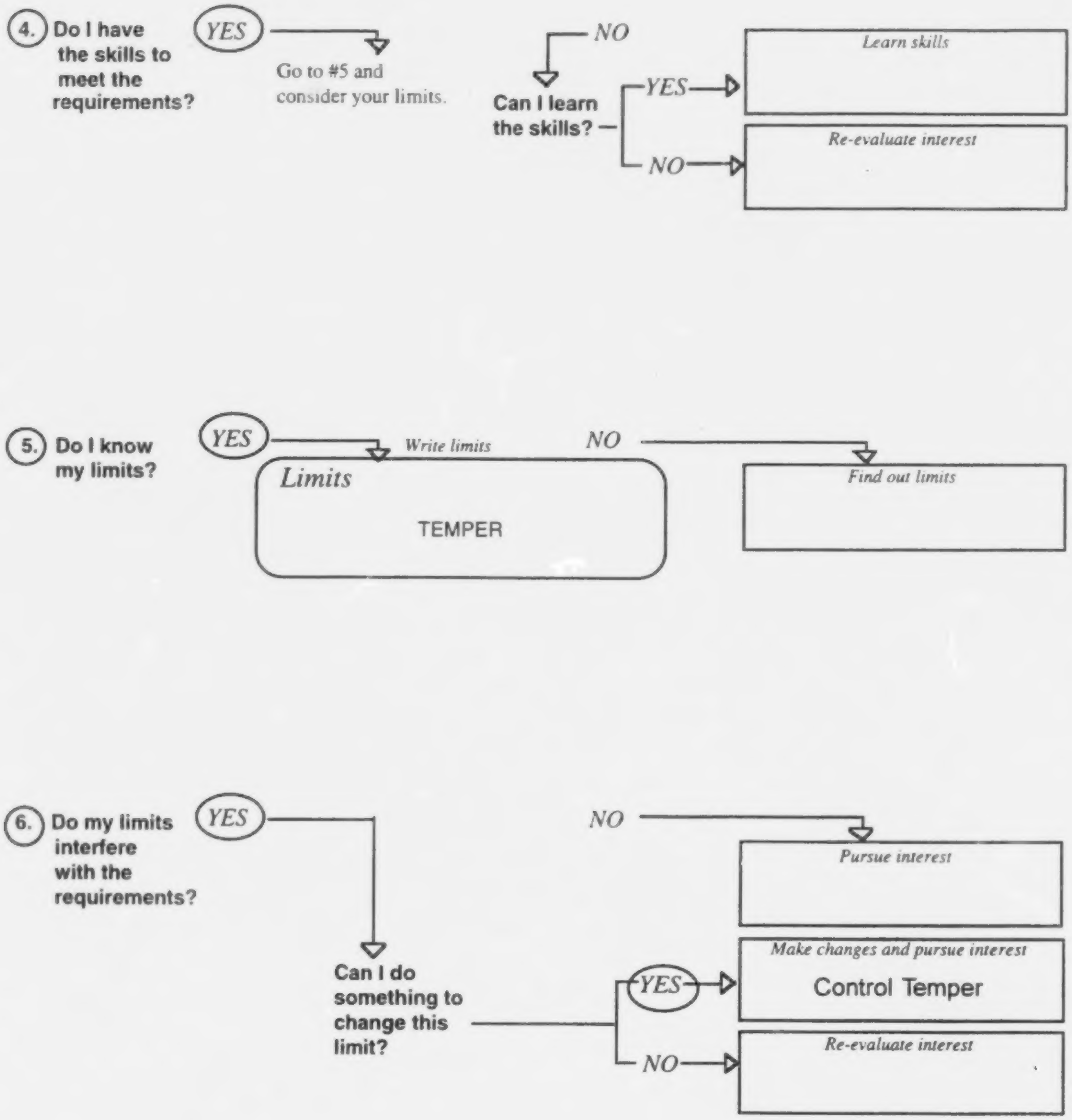
Skills

COOK
CLEAN
HAVE JOB SO I CAN PAY BILLS

NO → Find out skills

O-12.1 (part 2)

Choosing General Goals


4. Do I have the skills to meet the requirements?
[✓ YES]
Go to #5 and consider your limits.
NO
Can I learn the skills?
YES
Learn skills
NO
Re-evaluate interest
5. Do I know my limits?
[✓ YES]
Write limits
Limits
TEMPER
NO
Find out limits
6. Do my limits interfere with the requirements?
[✓ YES]
NO
Pursue interest
Can I do something to change this limit?
[✓ YES]
Make changes and pursue interest
Control Temper
NO
Re-evaluate interest

@ 1997 by University of Colorado, Center for Self-Determination
(Reprinted with permission.)

O-12.2

Choosing Employment Goals

Part of the ChoiceMaker Self-Determination Transition Curriculum

1. Choosing General Goals

2. Experience-Based Lessons

INTERESTS

- "Job Duties I Like" Worksheet
- "Job Characteristics I Like" Worksheet, Graph, Summary

SKILLS & LIMITS

- "Job Duties-How I Did" Worksheet
- "Work, Social, and Personal" Worksheet; Graph; Summary
- "Self-Determined Work, Social, Personal" Worksheet
- Job Site Summary

O-12.2 (part 2)

Choosing Employment Goals

Part of the ChoiceMaker Self-Determination
Transition Curriculum

3. Dream Job

INTERESTS, SKILLS, & LIMITS

- Job Clusters
- Dream Job Research
- Dream Job Interview
- Dream Job Shadowing

—Huber Marshall, L., Martin, J.E., Maxson, L., & Jerman, P. (1997). *Choosing employment goals*. Longmont, CO: Sopris West.

Authentic Assessment (AA)

- Assessments are authentic when they have meaning in themselves—when the learning they measure has value beyond the classroom and is meaningful to the learner.

- AAs address the skills and abilities needed to perform actual tasks.

- Perhaps the most widely used technique is portfolio assessment. Portfolios are a collection of learner work over time.

O-12.3 (part 2)

Authentic Assessment (AA)

- Portfolios can serve as a catalyst for reflection on one's growth as a learner and a means of identifying areas for improvement. They can also serve as a tool for presenting oneself to potential employers.

- Students need to be prepared for self-monitoring and reflection.

—http://www/ericacve.org/docs/pab00002.htm

O-12.4

Sample Job Duties I Like Worksheet

JOB DUTIES I LIKE WORKSHEET

Directions: In the JOB DUTIES column, write the job duty that you performed at your job site.

In the WHAT I LIKE column, circle YES if you liked this job duty.

If not, circle NO.

JOB DUTIES	WHAT I LIKE
JOB DUTY 1 ______________________ ______________________	I like this job duty YES NO

@ 1997 by University of Colorado, Center for Self-Determination
(Reprinted with permission.)

O-12.5

Sample Characteristics I Like Worksheet

Job Characteristics I Like Worksheet

NAME: ____________________ JOB SITE____________________ DATE:__________

	WHAT I LIKE	WHAT IS HERE	MATCHES
1.	work alone lots of people around	work alone lots of people around	YES NO
2.	quiet workplace noisy workplace	quiet workplace noisy workplace	YES NO
3.	weekdays only weekends too	weekdays only weekends too	YES NO
3.	dress up for work do not dress up wear uniform	dress up for work do not dress up wear uniform	YES NO
4.	standing up sitting down moving around	standing up sitting down moving around	YES NO

@1997 by University of Colorado, Center for Self-Determination
(Reprinted with permission.)

O-12.6

Job Characteristics I Like Graph

Directions: For each characteristic you chose in the WHAT I LIKE column on the *Job Characteristics I Like Worksheet,* fill in the first box that is blank to the right of that characteristic listed here.

	Characteristics	Times I chose each characteristic
1.	work alone	☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
	lots of people around	☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
2.	quiet workplace	☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
	noisy workplace	☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
3.	weekdays only	☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
	weekends too	☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

@ 1997 by University of Colorado, Center for Self-Determination
(Reprinted with permission.)

Sample Job Duties - How I Did

JOB DUTIES	HOW I DID	SUPERVISOR THINKS	MATCHES
	SPEED very good 3 ok 2 needs improvement 1	*SPEED* very good 3 ok 2 needs improvement 1	YES NO YES NO YES NO
	INDEPENDENT very good 3 ok 2 needs improvement 1	*INDEPENDENT* very good 3 ok 2 needs improvement 1	YES NO YES NO YES NO
	ACCURATE very good 3 ok 2 needs improvement 1	*ACCURATE* very good 3 ok 2 needs improvement 1	YES NO YES NO YES NO

@ 1997 by University of Colorado, Center for Self-Determination (Reprinted with permission).

Self-Determination Curricula and Materials

Jim Martin and Laura Huber Marshall
School of Education, Center for Self-Determination
University of Colorado at Colorado Springs
719-262-3272

Preparation of this listing was partially funded by the U. S. Dept. of Education, Office of Special Education & Rehabilitative Services Grant #84.158Q

……

ChoiceMaker Self-Determination Transition Curriculum

Self-Directed IEP

The *Self-Directed IEP* helps students learn the skills needed to actively participate or even lead their own IEP "staffing" meeting. Students learn to express their interests, skills, limits, and how to secure support to reach their own goals. Students learn valuable self-determination skills, including self-awareness, self-evaluation, goal-setting, decision-making, and cooperative meeting behaviors. The program includes two videotapes, a student workbook, a teacher's manual, and an assessment instrument. The *Self-Directed IEP In Action* video (7 minutes) introduces parents, students, and educators to the *Self-Directed IEP* process. The *Self-Directed IEP* video (17 minutes) models the 11 steps need to lead their own IEP meeting. The teacher's manual provides supporting materials to prepare for successful implementation of the lessons, as well as overall instruction guidance. The *ChoiceMaker Self-Determination Assessment* is a prepost tool to measure student progress. This program is intended for students with mild to moderate learning disabilities, mental retardation, and behavior problems, but can be adapted for students for more severe disabilities.

Choosing Employment Goals

Choosing Employment Goals helps students identify their employment interests, skills, and limits, and to establish an employment goal. *Choosing Employment Goals* is made up of three lesson categories, which are designed to be infused into existing employment programs and academic courses in whatever order the teacher desires. The first lesson set teaches a general choosing goals process, which teachers may introduce for any transition area. To help with this, students watch a video, *Choosing Goals* as an introduction to the choosing goals process. The second component of the package is designed to be infused into experiential vocational programs. Here students identify their employment interests, skills, and limits and match them to environmental and supervisor demands. The third section is designed to be infused into academic course content. Students examine various job clusters, conduct dream job research, conduct informational interviews, and, if needed, complete a shadowing experience. *Choosing Employment Goals* is intended for all students, including those with mild to moderate learning disabilities, mental retardation, and behavior problems. Included is the *ChoiceMaker Self-Determination Assessment* for student progress measurement.

Take Action

Take Action teaches students a generalizable process to attain IEP and personal goals. A student instructional video and a sequence of seven lessons teach students the Take Action process. Take Action video introduces the concept and shows how various students used the Take Action process to accomplish their goals. After establishing a goal, students answer six questions to develop their plan: (a) Standard: What will I be satisfied with? (b) Feedback: How will I get information on my performance? (c) Motivation: Why do I want to do this? (d) Strategy: What methods should I use? (e) Support: What help do I need? and (f) Schedule: When will I do it? After students act on their plan, they evaluate their plan and action and make necessary adjustments. The Take Action lessons were developed for all students—not just those with an IEP. Thus, the process may be used in general education academic and vocational environments, as well as in specialized learning settings. Included is the *ChoiceMaker Self-Determination Assessment*, which is a prepost tool to measure student progress.

James E. Martin, Laura Huber Marshall, Laurie Maxson, and Patty Jerman
Sopris West
1140 Boston Avenue
Longmont, CO 80501 800-547-6747

Connections
A Transition Curriculum for Grades 3 through 6

This curriculum provides an equal balance between several concepts, including career awareness; attitudes, values, and habits, human relationships, occupational information, and acquisition of job and daily living skills. Its purpose is to impact work personalities early on in the school years through teaching crucial career education and self-determination concepts. Self-determination is not directly addressed, but many self-determination concepts are discussed Emphasized in three units are career development, career orientation, and career exploration. Unit 1, " Me and My Shadow," introduces the self-determination skills of self-awareness and goal-setting through sections on "Getting to Know Me," "Positive Self-Esteem," and "Goal-Setting." The other two units present typical career development concepts.

Career and Technical Education Resource Center
9125 East 10th Drive, Building 859
Aurora, CO 80010

Fostering Self-Determination: Activities, Resources, Lessons & video

The materials contained in *Fostering Self-Determination* are a compilation of activities and lesson plans from numerous resources. The goal for this guide is to provide educators with a basic understanding of the concept of self-determination and to present a wide variety of sample lessons and curricula designed to enhance self-determination skills. The guide presents the following topics as important elements of self-determination: (a) self-awareness, (b) interpersonal communications, (c) assertiveness, (d) goal-setting, (e) creative problem-solving, (f) video-based personal future planning, and (g) video self-modeling. A brief introduction opens each section, followed by lessons and activities designed to address that particular area of need. A companion video entitled *Fostering Self-Determination* shows how the various strategies can be used to increase self-determination skills.

Video Futures Project
2210 Arca Drive
Anchorage, AK 99508 907-272-8270

Group Action Planning: An Innovative Manual for Building a Self-Determined Future

The goal of the *Group Action Planning* manual is to provide a blueprint for helping students reach their goals, make decisions, acquire needed supports, and secure a self-determined future. The group action procedures are designed to be taught to students through a semester-long class. A construction theme is used to present the information. The sections of the manual are: (a) Group Action Planning Blueprint (what is the group and who are the key players); (b) Ground Breaking (facilitation rules, interests, strengths, and needs); (c) Laying Foundation (goal-setting and envisioning); (d) Building Bridges (decision-making and conflict resolution); (e) Potholes and Road Construction (loss of focus and dispersed activity); (f) Dedication Ceremonies (celebrating accomplishments); and (g) Resources. Each section begins with case study examples, then provides tips on how to teach that section. Samples are included in each instructional section.

Emma Longan Anderson, Kimberly Eaton, Patricia Dinas, and Arthur Satterfield
Full Citizenship, Inc.
211 East 8th Street Suite F
Lawrence, KS 66044 785-749-0603

Learning with PURPOSE
An Instructor's Manual for Teaching Self-Determination Skills to Students Who are At-Risk for Failure

Learning with a Purpose is a comprehensive self-determination curriculum designed for students with mild and moderate disabilities, and students who are at risk for failure in home, school, and community environments. The program is appropriate for students between the ages of 12 and 25 years. Self-evaluation, self-direction, networking, collaboration, persistence and risk taking, and dealing with stress comprise the self-determination skills that are systematically taught in this program. Students clearly define the skill clearly, understand how the skill will be useful to them, rehearse the skill, evaluate their own performance, reach skill mastery, and participate in activities that will help them use their skills in a variety of environments. A corresponding parent program accompanies this curriculum and may parents may learn how to support students while they acquire new skills.

Loretta A. Serna, Ph.D., and Jo-Anne Lau-Smith, M.Ed.
University of New Mexico
College of Education 215
Albuquerque, NM 87131 505-277-5119

Lessons for Living: A Self-Determination Curriculum for Transitional Aged Students

A group of adults with disabilities who spent time with secondary-aged students who visited their People First chapter realized the need for younger people to learn about self-advocacy and self-determination. From this idea, the People First group in Tennessee wrote *Lessons for Living* to show how People First clubs could organize and operate in high schools—just like any other high school activity club for students with or without disabilities. This lesson package provides detailed activities to help students develop leadership, meeting, decision-making, and planning skills to empower youth to speak for themselves. Two complementary sets of lessons provide detailed activity suggestions to teach 20 different skills, including how to introduce oneself to others, how to get needed information, and how to ignore positive and negative coercion.

Wendy Kurland, Jennifer Rush Simms, Karen Hampton Young,
and Ruthie-Marie Beckwith
James Stanfield Co., Inc.
Drawer 125
P.O. Box 41058
Santa Barbara, CA 93140 800-421-6534

Next S.T.E.P. Student Transition & Educational Planning

The *NEXT S.T.E.P.* curriculum is designed to help adolescents, both those with and those without disabilities, learn how to do transition planning. The lessons are structured to help students become motivated to engage in transition planning, to engage in meaningful and useful self-evaluation, to identify and select feasible and personally desired transition goals and activities and to take responsibility for conducting their own transition planning when needed. The *NEXT S.T.E.P.* curriculum consists of 19 lessons, most of which can be delivered in a 50 minute class period. The curriculum materials includes (a) teacher's manual, which contains lesson plans and black-line masters for overhead transparencies as well as guidelines for involving parents or other family members in the student's transition process; (b) student workbooks, which include worksheets that are used in the lessons, and plan sheets and other forms that students will need to produce their transition plans; and (c) an entertaining and instructive video with a number of vignettes that play a motivational and instructional role in several of the lessons. The *NEXT S.T.E.P.* curriculum has been field-tested with more than 1,000 students and their families.

Andrew S. Halpern, Cynthia M. Herr, Nancy K. Wolf, John D. Lawson,
Bonnie Doren, and Michael D. Johnson
Pro-Ed Publishing Company
8700 Shoal Creek Blvd.
Austin, Texas 78757-6897 512-451-3246

It's My Life—Preference-Based Planning, Facilitator's Guide & Goal Planner's Workbook
I Want My Dream, New Hats, & Profile Decks

The New Hats organization distributes several instructional packages. A facilitator uses these materials to show how students or adults with disabilities can take an active role in making decisions, self-advocating, and creating their own lifestyle plans and goals. The Self-Determination Profile uses illustrated cards to help the person discover preferences and interests across five accomplishment areas (community presence, community participation, choice, competence, and respect). *It's My Life* provides a booklet of activities that help individuals set goals and plan their own goal setting meetings. My Life Planner contains a set of planners to help individuals plan their life across five areas. Several profile decks accompany the lessons to help the individual process decisions and choices. These include: Self-Determination Profile; The Profile Deck, The Hat Card Deck; and The I Want My Dream Deck. The workbook on the Dignity Based Model contains a toolbox of ideas for those who work with individuals with disabilities to help them realize their dreams in a respectful manner and with dignity.

New Hats, Inc.
HC 64 Box 2509
Castle Valley, UT 84532 435-259-9400
FAX: 435-259-2209

Project PARTnership: A Model Program for Encouraging Self-Determination through Access to the Arts

This "Instructional Kit" is designed to use the arts as a means to teach students with disabilities self-determination skills. Through a three-step framework, students explore ways to take control of their own lives, advocate for themselves, make choices, set goals, and take steps to achieve them. The three steps are: (a) activity mapping, (b) student review of the art activity, and (c) partnership group. Included is a site assessment process to identify barriers to participation by students with disabilities in the arts, and different student forms to help plan and self-assess. Activity suggestions are provided across drama, dance, music, creative writing, photography, and other visual arts. Included is an awareness-building video that shows various accomplished artists, who all have disabilities, talking about why self-determination is important in their lives.

Very Special Arts Educational Services
1331 F Street, NW, Suite 800
Washington, DC 20004 Office: 202-628-8080

Putting Feet On My Dreams. A Program in Self-Determination for Adolescents & Young Adults

This curriculum provides students the opportunity to explore self-determination through: (a) building a self-folio notebook, (b) learning from each other and their teachers, and (c) learning through a variety of instructional methods. The basic premise is that young persons need opportunities over many years to learn how to make their own choices and decisions, identify goals and the steps needed to accomplish them, and gain self and life knowledge. The curriculum divides self-determination into three themes: (a) self-knowledge (finding out one's interests and talents or how one communicates), (b) life-knowledge (learning the skills and information one needs to live as an adult), and (c) lifeplanning (use a life plan to direct actions). Unique about this curriculum is a detailed unit on communication where the purpose is to increase students' awareness of being an effective communicator, examine verbal and nonverbal actions, and self-assess communication skills.

Higher Functioning Adolescents and Young Adults with Autism A Teacher's Guide

This guide is a companion to the *"Putting Feet on My Dreams": A Program in Self-Determination for Adolescent and Young Adults* curriculum, although both stand alone. The guide provides detailed information about individuals with high-functioning autism in five chapters and a resource appendix.

The chapters are entitled: (a) Who Are Higher Functioning Young Adults with Autism? (b) Adolescence and Young Adulthood, (c) Adapting Instructional Materials and Strategies, (d) Organization and Time Management Strategies, and (e) Social Assistance. Scattered throughout each chapter are detailed examples of individuals' with high-functioning autism in different situations. Detailed references and a resource list are provided to aid in additional research. Little reference is made to self-determination or transition concepts or methodology. This guide is a basic and well-written overview of individuals with higher functioning autism.

Ann Fullerton, Editor
Department of Special & Counselor Ed.
Portland State University
PO Box 751, Portland, OR 97207-0751

Self-Advocacy for People with Developmental Disabilities

The purpose of this package is to promote and enhance the self-advocacy movement by training non-disabled adults to become advisors to self-advocacy groups. The lesson package includes a manual and a videotape (54 minutes). Together they address topics such as the self-advocacy philosophy, how to start new groups, and methods to conduct meetings. Field-testing showed that users of the materials were satisfied and that many of those trained started local self-advocacy groups.

C. Rhoades and P. Browning
James Stanfield Co., Inc.
Drawer 125, PO Box 41058
Santa Barbara, CA 93140 800-421-6534

Self-Advocacy Strategy for Education & Transition Planning

This is a motivation strategy students use when preparing for and participating in an educational conference, including the IEP and transition planning meetings. The strategy steps teach students how to get organized before a conference and how to communicate during the meeting. Students use the acronym "I PLAN" to remember the five strategy steps. Each letter cues the students to use each step. The five steps are: Inventory; Provide Your Inventory Information; Listen and Respond; Ask Questions; and Name Your Goals. This package is one of the motivation strategies of the Strategies Intervention Model from the University of Kansas.

Anthony K. Van Reusen
Edge Enterprises, Inc.
PO Box 1304
Lawrence, KS 66044 785-749-1473

Self-Determination: The Road to Personal Freedom

This curriculum reflects the authors' best attempt to understand what self-determination means. It presents several concepts and teacher strategies, and provides opportunities to practice what it takes to be self-determined. The curriculum is a guide to daily classroom and community living —not a set of lessons that are to be taught in a class at a certain time each week. The authors are firm in their belief that the concepts need to be infused into all curriculum content areas. As a result, no lessons are presented—rather conceptual units are provided. Most units follow the same structure: a related proverb, a determination example, vocabulary, unit concept, and the unit goal. Unit titles include: Introduction to Self-Determination, Expanding Roles: Practice Makes Perfect, Facing Facts: Disabilities and Accommodations, The Big Rs: Rights and Responsibilities and Celebration of Self. Many examples from New Mexico are included, such as New Mexico resources, self-determined New Mexicans, New Mexico music, and books written by New Mexicans.

Leslie Martin and Dale Carter
Self-Determination Team, Protection & Advocacy System,
1720 Louisiana NE Suite 204
Albuquerque, NM 505-256-3100

Self-Determination—A Resource Manual for Teaching & Learning Self-Advocacy Skills

This manual is designed to teach self-determination skills to students with developmental disabilities. The expected outcomes include increasing each person's sense of self-worth, responsible decision-making, developing a clear future vision, and increasing awareness of each person's options and resources. A self-advocacy glossary and 11 topics are discussed in the manual. The topics include: self-advocacy, self-esteem, individualism, friends, communication, decisions and options, respect, team building, the IEP process, assertiveness, and networking. Each chapter provides a definition, goals, topics, activities, and a list of resources.

People First of Washington/Families Working Together
P. O. Box 648
Clarkston, WA 99403 509-758-1123

Self-Determination Student Strategies - A Coaching Guide

Three different sets of materials comprise the package: (a) Transition: A Handbook for Parents, Students, and Advocates; (b) Interventions: A System Guide; and (c) the curriculum guide entitled Student Strategies: A Coaching Guide. The Student Strategy book is only available as a part of a 2-day self-determination training session. The "Transition" manual is a fact book covering topics such as: transition, legal issues, funding issues, and support services. "The . Interventions: A System Guide" manual describes the system effort that supports the "Student Strategies" curriculum. Included are sections that describe the mentor, parent, and collaboration components. The "Student Strategies" manual provides detailed instruction in eight areas: goal-setting, information gathering, planning, decision-making, problem-solving, communication, self-advocacy, and coping/self-talk. Coaching is emphasized throughout the manual as the main approach to help the student define and construct a personal approach to becoming self-determined.

Marianne Zeoff
Special Projects
Irvine Unified School District
5050 Barranca Parkway
Irvine, CA 92604 949-936-5264

Self-Determination Training—Journey to Independence

This manual provides training materials to empower students with disabilities and their family members to play active roles in the transition planning process. The purpose is not to lead students to mastery levels, but rather to increase awareness that students and family members should take an active role in planning for the future. The materials introduce students and their family members to self-determination and self-advocacy through identifying student interests, abilities, and expectations. The materials are designed to be used in a workshop format. Four modules are used: (a) Are You Ready to Travel; (b) Be Part of the Team; (c) Know the Territory; and (d) You're On the Way. Facilitator materials are provided, including overheads and evaluation checklists.

Developed by Michael Wehmeyer & Hank Bersani, Jr.
Sponsored by Iowa Transition Initiative and Iowa Dept. of Ed.
510 E. 12th St.
Des Moines, IA 50319

c/o Dee Skeens
Drake University MPRRC
Des Moines, IA 50311 515-281-4114

Self-Determination for Youth with Disabilities, A Family Curriculum

The purpose of this curriculum is to enable youth and young adults with disabilities to gain greater control of their lives by giving their families self-determination information and skills. This is not just for "other" family members since the individual with a disability is a full participant in all family activities. The curriculum consists of 15 modules that cover aspects of self-determination, including such topics as "Creating a Personal Futures Plan," "Conducting Family Meetings," "Identifying Values and Goals," and "Realizing Your Vision." As the authors state these ". . . will be new concepts, requiring a good deal of reflection and discussion." The authors suggests that two facilitators lead the training. The lessons are presented to one family at a time. The facilitators need to secure additional material not included in the curriculum for several of the modules.

Brian Abery
University of Minnesota, Institute on Community Integration
110C Pattee Hall
150 Pillsbury Drive, SE
Minneapolis, MN 55455-0223 612-624-6328

Speak up for Yourself and Your Future:
A Curriculum for Building Self-Advocacy and Self-Determination Skills

This curriculum was designed to facilitate acquisition of self-advocacy and self-determination skills for students of all abilities. The lesson package is designed so that students with and without disabilities can learn to make their own choices, learn a set of communication and goal-setting skills, and learn a value system that promotes self-determination and self-advocacy. Six units make up this package: (a) self-assessment; (b) goal-setting; (c) getting support from other; (d) problem-solving to overcome barriers; (e) communication of needs; and (f) self-advocacy. The MAPS process is included as a final activity to draw together many of the skills learned throughout the program.

Katie Shepherd Furney, Nancy Carlson, Deborah Lisi, and Susan Yuan
Olga Pschoir, Distributer
103 South Main Street
Division of Vocational Rehabilitation
Waterbury, VT 05676 802-241-2417

Steps to Self-Determination

This curriculum supports students in developing skills, knowledge, and experiences to help them be more self-determined. The activities engage students in experiences designed to increase their self-awareness and self-esteem, and provides instruction in skills to assist them in reaching their goals. The curriculum follows a five-step model: (a) know yourself, (b) value yourself, (c) plan, (d) act, and (e) learn. Each curriculum activity relates back to one of these steps. The lessons begin with a six-hour workshop session, followed by 16 weekly sessions that take place in a scheduled class or extracurricular activity. The 16 sessions include topics such as "What Is Important to Me?" "Setting Long-Term Goals," "Creative Barrier Breaking," "Assertive Communication," "Negotiation," and "Conflict Resolution."

Pro-Ed Publishing Company
8700 Shoal Creek Blvd.
Austin, Texas 78757-6897 512-451-3246

Also available from:
The Council for Exceptional Children 888-232-7733

A Student's Guide to IEP and Helping Students Develop their IEP's + audiotape

This package is written for students, parents and teachers who would like to help students with disabilities become involved in developing their own Individualized Education Programs (IEPs). It is accompanied by an audiotape of teachers, parents, and students discussing how they have helped students become active participants in the IEP process. NICHY hopes that, together, the guide and the tape will answer many questions about involving students in planning their own education. The materials help all parties involved to realize that students can learn: (a) more about their strengths and skills and be able to tell others; (b) more about their disability, including how to talk about and explain the nature of their disability to others; (c) what accommodations are and what types of accommodations might help them succeed in the classroom; (d) how to speak for themselves; (e) skills necessary for self-determination and independent decision-making; (f) about the goals and objectives that form the basis for their education and why these goals and objectives are important for them; and, ultimately, (g) to become more involved in their own education.

NICHY: National Information Center for Children and Youth with Disabilities
P. O. Box 1492
Washington, DC 20013-1492 800-695-0285

Take Charge for the Future

Take Charge is designed to facilitate self-determination and competence by reducing learned helplessness and increasing mastery motivation and self-efficacy. This is done through four major components: (a) learning self-determination skills; (b) mentorship; (c) peer support; and (d) parent support. Achievement, partnership, and coping are the three generic strategies used in *Take Charge*. Through these lessons middle school students and high school freshmen learn what their dreams are, how to set goals, problem solve, negotiate, manage frustration, and track their progress. *Take Charge* *for the Future* specifically addresses transition planning and is intended for sophomores and juniors. In this second lesson package emphasis is placed upon students learning the skills needed to actively participate in their own transition planning and implementation process.

Allison Turner
Oregon Health Sciences University
Centre on Self-Determination
3608 SE Powell blvd.
Portland, OR 97202 503-232-9154, x 113

Tools for Transition: Preparing Students with Learning Disabilities for Post Secondary Education

This program prepares high school students with learning disabilities to make the transition from high school to a postsecondary setting. This program teaches students to: (a) become aware of their own academic and interpersonal skills, learning style, and their disability; (b) learn a battery of learning and study strategies; (c) learn what accommodations to ask for to compensate for weak areas; (d) learn and use their rights; (e) explore careers that match strengths, interests, and values; and (f) select and apply to an appropriate postsecondary school. The program infuses many of the concepts developed through the learning strategies approach from the University of Kansas. Included is a videotape that shows students acting out various scenes associated with being successful in a postsecondary setting, and includes a discussion of students talking about their disability.

Elizabeth P. Aune and Jean E. Ness
American Guidance Services
Circle Pines, MN 55014-1796

Transition Issues Curriculum: A Curriculum for Students in Special Education with Moderate Needs to Plan and Prepare for Their Own Transition

This curriculum is designed to help students answer crucial questions, including: What are your greatest dreams? What are your greatest fears? What barriers might get in the way of you accomplishing your goals? What resources will overcome these barriers? Is there anything the school or agencies are doing for you now that you could do for yourself? and What compensation strategies do you need to develop successful independent living skills? Key to many activities is the Transition Game, which is a tool for students to conceptualize the transition planning process. In playing the game a student sets a goal, then plays the game on a football-like board. Several topic areas are discussed, including: educational issues, career and employment issues, community and residential issues, recreation and leisure issues, legal and medical issues, and social and interpersonal issues. Detailed activities facilitate understanding of each topical area.

Barbara Palmer	303-866-6694
Heather Hotchkiss	303-866-6622

Transition to Independence Project

The Transition to Independence Project (Project TIP) developed these three manuals to encourage youth with disabilities to develop the skills needed to become self-determined adults. The three booklets are designed to raise awareness about the importance and fundamental aspects of self-determination. "Being the Me I Want to Be" is designed for children and young teens with adult involvement and support. "Making Choices" is for older teens and young adults working with a mentor. "Building Skills" accompanies the first two manuals and is for the adult who is helping teach the concepts. Together, these booklets define Spina Bifida, Provide Care Guidelines, and show how the three ideas of development, autonomy, and choice can be put into an awareness building program.

Various authors; Jamie Shuler, Project Coordinator
Spina Bifida Association of Kentucky
Kosair Charities Centre
982 Eastern Parkway
Louisville, KY 40217 502-637-7363

The TRANS-PLAN
Planning for Your FUTURE

The *Trans-Plan* is a teacher-developed lesson package designed for developing self-advocacy and transition planning strategies. It's based on the Self-Advocacy Strategy from Edge Enterprises (also described in this chapter). It consists of eight units: (a) transition and future strategy planning, (b) federal and state legislation, (c) transition resources, (d) communication skills, (e) self-awareness, (f) self-advocacy, (g) goal setting, and (h) IEP implementation. Each units contains a section on background materials that provides the educators the needed facts behind the unit concepts, and a collection of curriculum materials. The authors brought together the best of many resources to help explain and teach crucial transition and self-determination concepts. Students end up using the Self-Advocacy Strategy to actively participate in their own IEP meetings.

Wynne Begun, Linda Minor, Bev Silvers, Pat Witcher
Career Development Opportunities Program,
Blue Valley North High School
12200 Lamar
Overland Park, KS 66209 913-345-7318

Whose Future Is It, Anyway? A Student-Directed Transition Planning Process

This instructional package provides students the opportunity to acquire the knowledge and confidence to take part in the transition process as an equal partner. The package emphasizes disability as a part of the human condition and stresses that students need to be aware of their own learning abilities and needs. Each session teaches students something they can use in their transition meeting. Students learn how to: write and track goals; identify community resources; how informed consent affects them; how to communicate in small groups; and how to participate in a meeting.

Michael Wehmeyer
The Arc National Headquarters
500 East Border Street, Suite 300
Arlington, TX 76010 800-433-5255

Self-Determination Assessments

ChoiceMaker Self-Determination Transition Assessment

James E. Martin & Laura Huber Marshall
Self-Determination Projects, School of Education
P. O. Box 7150
University of Colorado, Colorado Springs
Colorado Springs, CO 80933-7150

Self-Determination Assessment Battery
Self-Determination Observation Checklist
Self-Determination Knowledge Scale
Self-Determination Student Scale
Parental Perception Scale

Sharon Field and Alan Hoffman
Dean's Office, Room 441
College of Education, Wayne State University
Detroit, MI 48202 313-577-1638

Self-Determination Skills, Attitudes, and Knowledge
Self-Determination Environment Scales
Self-Determination Skills Evaluation Scales
Opportunities for And Exercise of Self-Determination Scales

Brian Abery
University of Minnesota, Institute on Community Integration
214 Pattee Hall, 150 Pillsbury Drive, S. E.
Minneapolis, MN 55455-0223 612-624-6328

Self-Determination Assessments
Educator's Profile of Student
Student Profile
Parent Profile of Child

Dennis Mithaug
Columbia University, Teacher's College
515 W. 120th. Street
New York, NY 10027 212-678-3859

The Arc's Self-Determination Scale
Autonomy
Self-Regulation
Psychological Empowerment
Self-Realization

Michael Wehmeyer
The Arc National Headquarters, 500 E. Border St., Suite 300
Arlington, TX 76010 817-261-6003

Also available from:
The Council for Exceptional Children 888-232-7733

Student Assessment of Self-Determination

Michael West
Rehabilitation Research and Training Center, Virginia Commonwealth University
Richmond, VA 23284-2011 804-828-1851

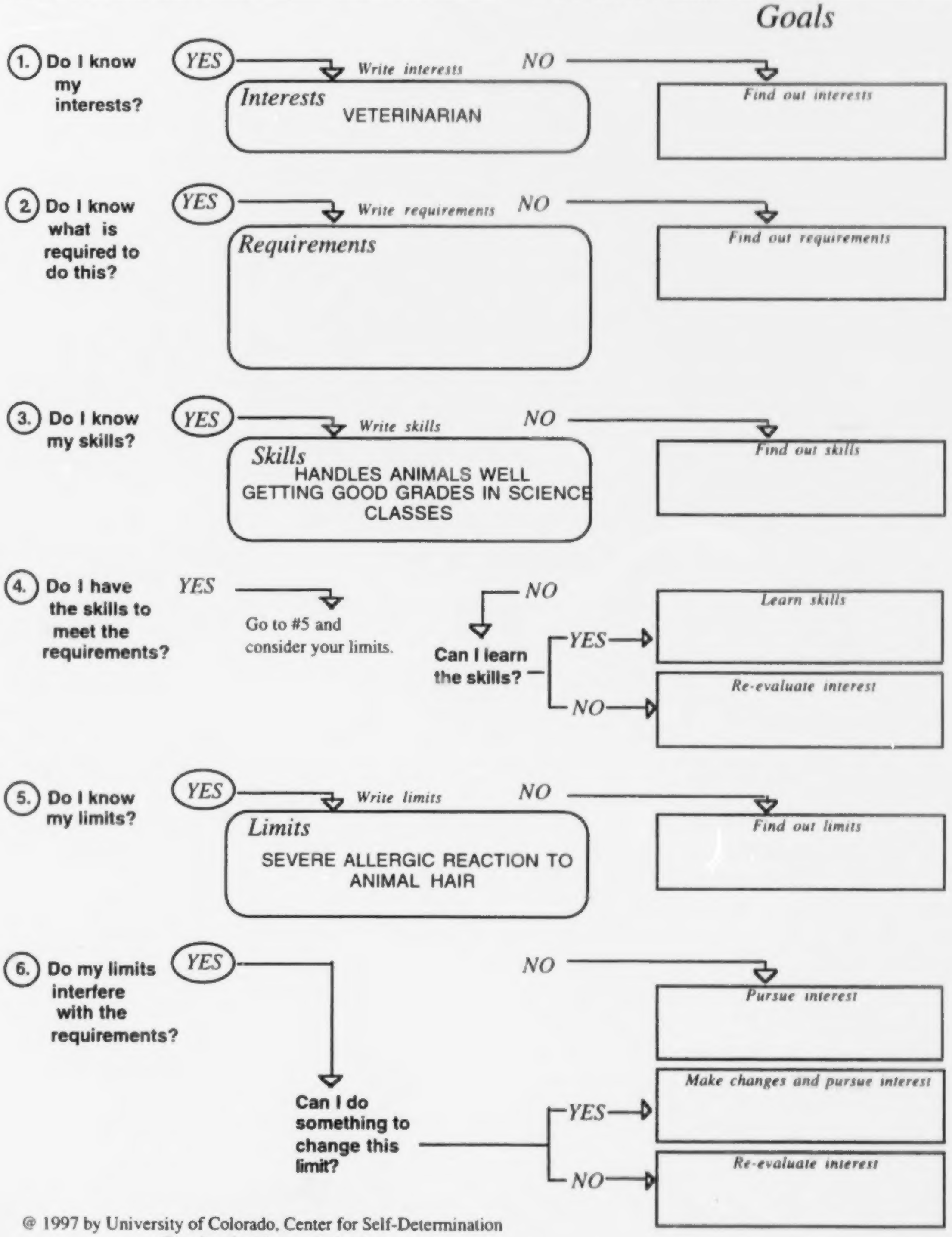
Reprinted with permission.

H-12.2

Choosing General Goals

Name VETERINARIAN EXAMPLE

Transition Area EMPLOYMENT



Goals

1. Do I know my interests? [✓ YES] *Write interests* — *Interests*: VETERINARIAN — *NO* → *Find out interests*

2. Do I know what is required to do this? [✓ YES] *Write requirements* — *Requirements* — *NO* → *Find out requirements*

3. Do I know my skills? [✓ YES] *Write skills* — *Skills*: HANDLES ANIMALS WELL GETTING GOOD GRADES IN SCIENCE CLASSES — *NO* → *Find out skills*

4. Do I have the skills to meet the requirements? *YES* → Go to #5 and consider your limits. *NO* → Can I learn the skills? *YES* → *Learn skills*; *NO* → *Re-evaluate interest*

5. Do I know my limits? [✓ YES] *Write limits* — *Limits*: SEVERE ALLERGIC REACTION TO ANIMAL HAIR — *NO* → *Find out limits*

6. Do my limits interfere with the requirements? [✓ YES] → Can I do something to change this limit? *YES* → *Make changes and pursue interest*; *NO* → *Re-evaluate interest* — *NO* → *Pursue interest*

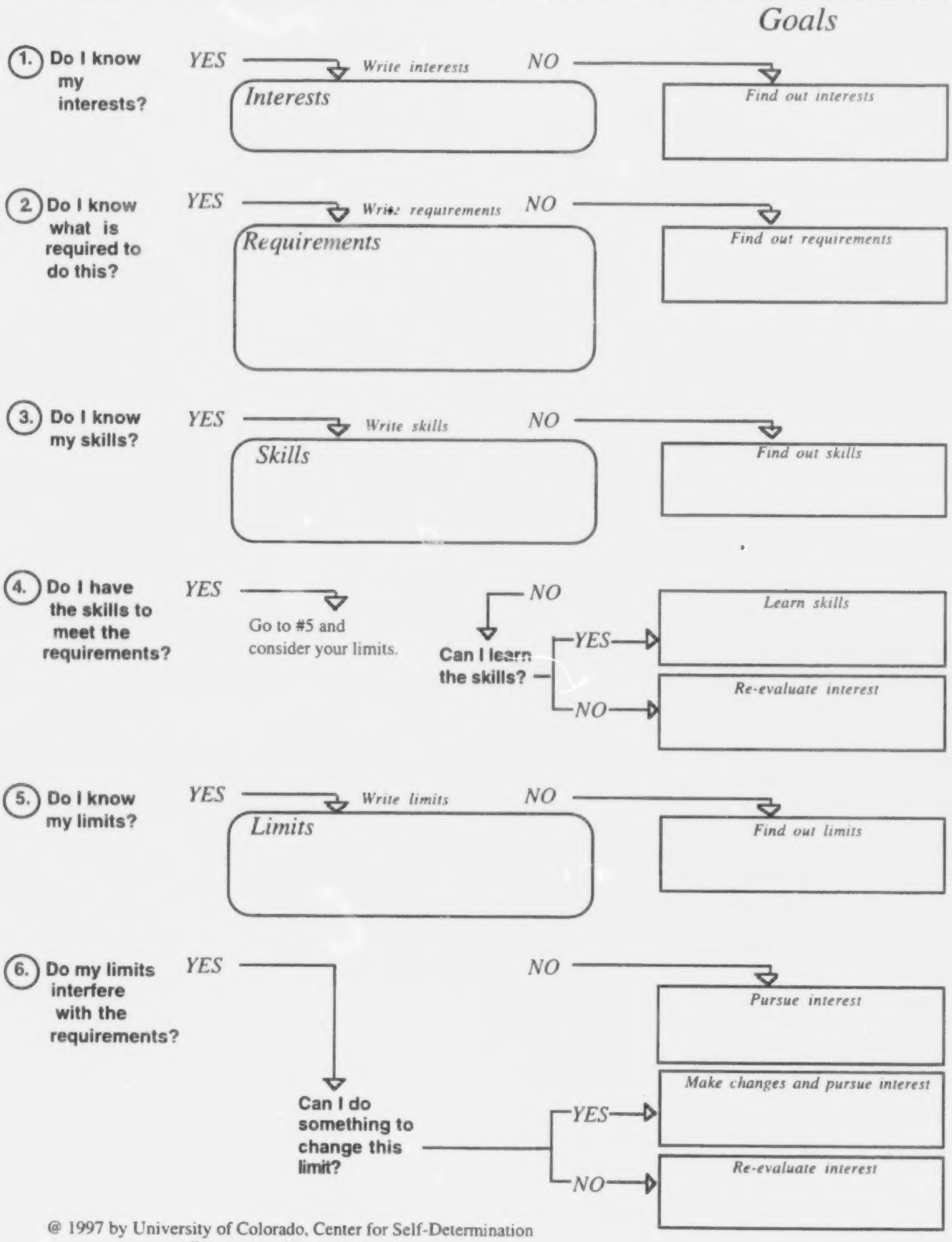
@ 1997 by University of Colorado, Center for Self-Determination
(Reprinted with permission.)

BEST COPY AVAILABLE

H-12.3

Choosing General Goals

Name________________________________ Transition Area ____________________



Goals

1. Do I know my interests? *YES* → *Write interests* → *Interests* | *NO* → *Find out interests*

2. Do I know what is required to do this? *YES* → *Write requirements* → *Requirements* | *NO* → *Find out requirements*

3. Do I know my skills? *YES* → *Write skills* → *Skills* | *NO* → *Find out skills*

4. Do I have the skills to meet the requirements? *YES* → Go to #5 and consider your limits. | *NO* → **Can I learn the skills?** *YES* → *Learn skills* | *NO* → *Re-evaluate interest*

5. Do I know my limits? *YES* → *Write limits* → *Limits* | *NO* → *Find out limits*

6. Do my limits interfere with the requirements? *NO* → *Pursue interest* | *YES* → **Can I do something to change this limit?** *YES* → *Make changes and pursue interest* | *NO* → *Re-evaluate interest*

@ 1997 by University of Colorado, Center for Self-Determination
(Reprinted with permission.)

BEST COPY AVAILABLE

Sample Job Duties - How I Did

JOB DUTIES	HOW I DID		SUPERVISOR THINKS		MATCHES	
	SPEED		*SPEED*			
	very good	3	very good	3	YES	NO
	ok	2	ok	2	YES	NO
	needs improvement	1	needs improvement	1	YES	NO
	INDEPENDENT		*INDEPENDENT*			
	very good	3	very good	3	YES	NO
	ok	2	ok	2	YES	NO
	needs improvement	1	needs improvement	1	YES	NO
	ACCURATE		*ACCURATE*			
	very good	3	very good	3	YES	NO
	ok	2	ok	2	YES	NO
	needs improvement	1	needs improvement	1	YES	NO

@ 1997 by University of Colorado, Center for Self-Determination (Reprinted with permission).

Class 13

Self-Determination:
Review of Take Action *and Other Curriculum Lesson Packages*

Topics

- Learning how to teach students what to do to attain the goals they have set.
- Learning the essential characteristics of at least three more self-determination instructional packages.

Lesson Matrix

Objective	*Materials Needed*	*Time*
13-1. Students will identify steps needed to teach students how to attain their own goals.	• *Take Action* self-determination package • H-13.1 and 13.2	75
break		15
13.2. Students will identify the essential components of at least two additional self-determination curriculum lesson packages.	• Other self-determination lesson packages (see choices below)	65
Total Time		155

Before-Class Preparation
To conduct this lesson as described, you need to secure materials prior to class. Order *Take Action* and two of three optional choosing goals instructional packages. You may also add any other lesson packages from the curriculum list discussed in the last class session.

Order This Self-Determination-Oriented Instructional Lesson Package

Take Action

This self-determination lesson package teaches students a generalizable process to attain IEP and personal goals. A student instructional video and a sequence of seven lessons teach students the Take Action process. The *Take Action* video introduces the concept and shows how various students used the Take Action process to accomplish their goals. After establishing a goal students answer six questions to develop their plan: (a) Standard: What will I be satisfied with? (b) Feedback: How will I get information on my performance? (c) Motivation: Why do I want to do this? (d) Strategy: What methods should I use? (e) Support: What help do I need? and (f) Schedule: When will I do it? After students act on their plan, they evaluate their plan and action and make necessary adjustments. The *Take Action* lessons were developed for all students—not just those with an IEP. Thus, the process may be used in general education academic and vocational environments, as well as in specialized learning settings. Included is the *ChoiceMaker Self-Determination Assessment*, which is a prepost tool to measure student progress.

Order from: Sopris West Publishers, 1140 Boston Avenue, Longmont, CO 80501, 800-547-6747.

Order At Least Two of These Instructional Lesson Packages

Next S.T.E.P: Student Transition & Educational Planning

The *NEXT S.T.E.P.* curriculum is designed to help adolescents, both those with and those without disabilities, learn how to do transition planning. The lessons of the curriculum are structured to help students become motivated to engage in transition planning, to engage in meaningful and useful self-evaluation, to identify and select feasible and personally desired transition goals and activities, and to take responsibility for conducting their own transition planning when needed. The *NEXT S.T.E.P.* curriculum consists of 19 lessons, most of which can be delivered in a 50 minute class period. The curriculum materials include: (a) teacher's manual that contains lesson plans and black-line masters for overhead transparencies as well as guidelines for involving parents or other family members in the student's transition process; (b) student workbooks, which include worksheets that are used in the lessons, and plan sheets and other forms that students will need to produce their transition plans; and (c) an entertaining and instructive video with a number of vignettes that play a motivational and instructional role in several of the lessons. The *NEXT S.T.E.P.* curriculum has been field-tested with more than 1000 students and their families.

Order from: Pro-Ed Publishing Company, 8700 Shoal Creek Blvd., Austin, Texas 78757-6897, 800-397-7633.

It's My Life—Preference-Based Planning, Facilitator's Guide & Goal Planner's Workbook; I Want My Dream, New Hats, & Profile Decks

The New Hats organization distributes several instructional packages. A facilitator uses these materials to show how students or adults with disabilities can take an active role in making decisions, self-advocating, and creating their own lifestyle plans and goals. The Self-Determination Profile uses illustrated cards to help the person discover preferences and interests across five accomplishment areas (community presence, community participation, choice, competence, and respect). *It's My Life* provides a booklet of activities that help individuals set goals and plan their own goal setting meetings. *My Life Planner* contains a set of planners to help individuals plan their life across five areas. Several profile decks accompany the lessons to help the individual process their decisions and choices. These include: Self-Determination Profile; The Profile Deck, The Hat Card Deck; and The I Want My Dream Deck. The workbook on the Dignity-Based Model contains a toolbox of ideas for those who work with individuals with disabilities to help them realize their dreams in a respectful manner and with dignity.

Order from: New Hats, Inc., P.O. Box 57567, Salt Lake City, UT 84157, 801-268-9811.

Steps to Self-Determination

This curriculum supports students in developing skills, knowledge, and experiences to help them be more self-determined. The activities engage students in experiences designed to increase their self-awareness and self-esteem, and provides instruction in skills to assist them in reaching their goals. The curriculum follows a five-step model: (a) know yourself, (b) value yourself, (c) plan, (d) act, and (e) learn. Each curriculum activity relates back to one of these steps. The lessons begin with a six-hour workshop session, followed by 16 weekly sessions that take place in a scheduled class or extracurricular activity. The 16 sessions include topics such as "What is Important to Me?" "Setting Long-Term Goals," "Creative Barrier Breaking," "Assertive Communication," "Negotiation," and "Conflict Resolution."

Order from: Pro-Ed Publishing Company, 8700 Shoal Creek Blvd., Austin, Texas 78757-6897, 800-397-7633.

Class participants will identify steps needed to teach students how to attain their own goals.

. . . .

Time:
75 minutes

Overview:
The purpose of this lesson is to show class participants how they can teach students to attain their own goals.

Activity Script:
Please divide into groups with three or so students. In the next 20 or so minutes I want you to (write these on the board):

- identify five goals that each of you has accomplished
- describe the process you used to accomplish the goals
- identify five goals that each of you has not accomplished
- describe why you didn't accomplish the goals
- what common features did you use across the group to accomplish goals
- what common features across your group caused the goals not to be attained

[When finished, write the process people used to accomplish their goals. Ask each group to add additional information to the growing list of strategies. Do the same with the reasons for not reaching the goal. Ask the class what aspect of goal attainment is most important.]

Pull out from your notes handout 9.2 *ChoiceMaker Curriculum*. Look at the Taking Action section. What are the four teaching goals in this section? That's right. Students develop a plan, take action on that plan, evaluate their performance, and make adjustments. To do this, students need to learn a specific set of steps. The *Take Action* lesson package we are about to see is designed to help teach these procedures systematically.

Today we will first watch the *Take Action* video, then we will examine the Take Action process. As we go through the Take Action process reflect back on your goal attainment strategies that matched the Take Action approach.

Video:
[Show the *ChoiceMaker Take Action* video.]

This short video shows a small group of students using the Take Action process to reach their goals. The students in the video developed the scenes you are about to see to show you how they applied this process to their own lives. As you watch the video, note the steps that are used to accomplish goals.

This video is used with the Take Action lessons to teach students how to attain their goals. As with *Choosing Employment Goals*, *Take Action* is designed to be used by students with an IEP as well as those in general education. Or put another way, it is not just for students receiving special education services.

Currently, special education staff feel as though they are responsible for making sure a student's IEP goals are attained. Our vision is different. We think that students need to play at least an equal role in the IEP goal-attainment process. Our dream is for students with an IEP to use the Take Action process to be actively involved in attaining their own IEP goals, with support and instruction from educators as needed. As students practice using the Take Action process in general education and community environments, hopefully the process will generalize to new situations and to those not associated with an IEP.

> ***Activity Script:***
> Get back together in your groups. Compare the steps to goal attainment discussed in the video with the ones you used. What did you do to accomplish your goals that the video didn't mention? Likewise, what did the video discuss that you didn't do? Do you think you could be more effective in reaching your goals if you used the steps presented in the video?
>
> [Process the answers with the group.]

Script for H-13.1:
Take Action
Hand out a copy of the "Take Action" form (H-13.1) to the class. The Take Action process consists of just a few parts. First, you establish a long-term and a short-term goal. (Think of short-term goals as things you will do this week to help attain your long-range goal.)

Next you build a plan by answering a series of questions that relate back to your long-term goal. After you had an opportunity to work on your plan based upon your schedule, you have decided what action you took to help reach your goal by simply answering a series of yes or no questions. Then, you evaluate the aspects of your plan by stating if that component worked or not and then answering why or why not. The crucial question is then asked: "What were the main reasons you got these results?" Finally, you make adjustments to your plan.

> ***Activity Script:***
> Use the "Take Action" form to develop a plan for a goal you want to accomplish. Take 5-10 minutes to do Part 1. Remember to first write down your long- and short-range goals. Share your plan with the group.

Script for H-13.2
Sample Answers—Take Action
All of you are accomplished decision-makers and problem-solvers, otherwise you wouldn't be here. These questions were fairly easy for you to answer. However, I bet for some of you, you never thought of doing a few of these steps to help accomplish your goals.

Students who have a history of not doing well in school would have a hard time answering many of these questions. For instance, many students may not know what strategies to use to help accomplish their short-term goal. Or they may not ever have thought of actually scheduling their activities to aid in accomplishing their goals. For these reasons, and others, students need to be systematically taught how to answer these questions.

The *Take Action* materials include many field-tested lessons to help teach students how to answer these questions. These include exercises in learning the meaning of the words and knowing a good strategy from one that may not work.

[Pass out page 1 of handout 13.2.]

One of the activities involves looking at examples and nonexamples of answers to the planning questions. Get together with a partner and try to figure out what you think are going to be effective answers to the planning questions. [When finished, ask the group to share their ideas.]

[Now, pass out page 2.]

Look at Michelle's responses. How did they match yours. This activity and others like it help students learn how to successfully use the *Take Action* process.

Summary Activity Script:
The *Take Action* process is the most important component of the *ChoiceMaker Curriculum*. It's fun to dream and imagine what you will be doing in the future. It is also fairly easy to learn to lead your own IEP meeting. However, taking action on goals is something most students with an IEP seldom have had the opportunity to do. This is also the most crucial aspect in learning how to be a productive citizen: *taking action on what you want to do or achieve.*

In your group, discuss how you can use the Take Action process to help students learn crucial goal attainment skills.

Lesson for objective 13-2

Students will identify the essential components of at least two additional self-determination curriculum lesson packages.

Time:

65 minutes

Overview:

For the rest of the class, share with the students other self-determination lesson materials. If possible, acquire a sufficient number to enable small groups of students to examine them. Order from the list provided in the last lesson or from the suggestions at the start of this lesson.

Assignment due next class session

- Type a 1- to 2-page reaction log on this week's class activities.

TAKE ACTION (page 1)

Name____ Date ____________________

Directions

Long-Term Goal Write your long-term goal on the line below.

Short-Term Goal Write your short-term goal on the line below. Short-term goals are smaller goals that lead to your long-term goal. Short-term goals are things you can work on during the next week.

1. Plan Write a plan to accomplish your short-term goal. Complete the six parts of the plan by answering the questions in each box.

2. Action Next week, review your action. Answer the question, "Did I meet my Short-Term Goal?" Answer the questions in each box.

3. Evaluate After you complete the *Action* questions, evaluate whether each part of your plan worked. Write the reasons they did or didn't work in each box. Answer the question, "What were the main reason you got these results?" Look at your reasons in the *Evaluate* boxes. Decide which of those are the main reasons you got the results you did. Write them in the space under the question.

4. Adjust Decide if you want to change your Short-Term Goal. If you do want to change it, write a new one on the line. You will probably want to adjust the parts of your plan that didn't work. Write the changes in the boxes. Remember which parts of your plan did work so you can use them again.

Long-Term Goal____

Short-Term Goal____

1. Student Plan

STANDARD What will I be satisfied with?	**MOTIVATION** Why do I want to do this?	**STRATEGY** What methods should I use?	**SCHEDULE** When will I do this?	**SUPPORT** What help do I need?	**FEEDBACK** How will I get information on my performance?

@ University of Colorado, Center for Self-Determination (Reprinted with permission).

SAMPLE ANSWERS

Name *Michelle Pass*

TAKE ACTION (page 2)

Date *March 15*

Specific Goal *Get a good grade on the unit test*

2. Action

Did I meet my Specific Goal? YES NO

STANDARD	FEEDBACK	MOTIVATION	STRATEGY	SUPPORT	SCHEDULE
Did I meet the standard? yes [✓ no]	Did I get feedback? yes [✓ no]	Was I motivated? [✓ yes] no	Did I use the strategy? [✓ yes] no	Did I use support? [✓ yes] no	Did I follow the schedule? yes [✓ no]

3. Evaluate

STANDARD	FEEDBACK	MOTIVATION	STRATEGY	SUPPORT	SCHEDULE
Was it the right standard? [✓ yes] no Why or why not?	Was the feedback helpful? yes [✓ no] Why or why not?	Did it work? [✓ yes] no Why or why not?	Did it work? yes [✓ no] Why or why not?	Did it work? yes [✓ no] Why or why not?	Did it work? yes [✓ no] Why or why not?
Needed a "B" to pull my grade average up	*Got feedback too late*	*Want good grades so I can get lower insurance*	*I still got a low grade*	*My friend didn't know the material so he didn"t help me*	*I couldn't study that much, I only studied 2 hours a night*

What were the main reasons you got these results? Write them in the space below. Look at the *Action* and *Evaulate* sections. If you met your specific goal, consider the parts of the plan you answered "yes." If you didn't meet the specific goal, consider the parts you answered "no",

My support didn't work. My friend didn't know the test materials and couldn't help me.

4. Adjust

Specific Goal OK or change? If change, new specific goal

STANDARD	FEEDBACK	MOTIVATION	STRATEGY	SUPPORT	SCHEDULE
If standard wasn't right, what will I change?	If feedback wasn't helpful, what will I change?	If I wasn't motivated, what will I change?	If my strategy didn't work, what will I change?	If my supprt didn't work, what will I change?	If I didn't follow my schedule, what will I change?

@ University of Colorado, Center for Self-Determination (Reprinted with permission).

Class 14

Vocational Education

Topic

- Class visit to an area vocational education program.

Lesson Matrix

Objective	*Materials Needed*	*Time*
14-1. Students will learn about the different types of vocational education programs available in their area	• arrange a visit to an area vocational education program either operated by the public schools or in cooperation with a community college • arrange for a conference room at the site • arrange for students to have access to print readings • H-14.1	155
Total Time		155

Student Readings

WWW

Sample High School Programs

http://www.oursc.k12.ar.us/coop/dept/techprep.html
http://www.regiononline.com/~lvbep/

Results of High School Vocational Training Programs

http://www.cccoes.edu:80/careers/trainin2.htm

Vocational Education Resources

http://pegasus.cc.ucf.edu/%7esorg/vocation.html

National Diffusion Network Career/Vocational Programs

gopher://gopher.ed.gov:70/00/programs/NDN/edprog94/eptw15

Career-Technical Education Program

http://www.nhgs.tec.va.us/VoTech/VoTech.html

Work Experience Program

http://www.our-hometown.com//NY/Wayne/Newark/work-exp.html

Print

Benz, M.R., & Halpern, A.S. (1993). Vocational and transition services needed and received by students with disabilities during their last year of high school. *Career Development for Exceptional Individuals, 16*(2), 197-211.

Cobb, R.B., & Neubert, D.A. (1992). Vocational education models. In F.R. Rusch, L. DeStefano, J. Chadsey-Rusch, L.A. Phelps, & E. Szymanski (Eds.), *Transition from school to adult life: Models, linkages, and policy*. Sycamore, IL: Sycamore Publishing.

Kohler, P.D. (1994). On-the-job training: A curricular approach to employment. *Career Development for Exceptional Individuals, 17*, 29-40.

Lesson for Objective 14-1

Students will learn about the different types of vocational education programs available in their area.

. . . .

Time:
155 minutes

Overview:
The purpose of this lesson is for students to see first-hand some of the vocational preparation opportunities available in their local area. Attempt to visit a public school vocational program or one run in cooperation with a community college that public school students attend. The idea is for students to see the variety of programs, briefly examine the curriculum, and to see what skills are required for limited to full participation in the programs.

You want class participants to leave knowing how to find out what vocational programs are available for their students and what their students need to be able to do to participate in the programs.

Where to Go:
Ask the local transition coordinator for suggestions, if needed. Otherwise, call the programs you are familiar with to set up a visit for your class. Tell the contact person you would like your students to see as many different programs as possible. At each site, arrange for the program curriculum to be described along with the skills that students need to successfully complete the program.

Set the Scene:
Arrange transportation for your students. If students are getting to the site on their own, be sure to provide detailed maps of where to go, estimated travel time, and specific information about where to go once they get to the general location.

Activity:
Before the tour begins, provide the students with a copy of handout 14.1. Ask them to write down the information as each program is discussed or visited.

Plan to have about 20 minutes left at the end for you to meet with the class. Try to secure a conference room at the site to meet in. Review the results of students' recording on handout 14.1. Discuss students' thoughts and reactions to what they saw.

Assignment due next class session

- Type a 1- to 2-page reaction log on this week's class activities.
- Do a web search on public school or community college vocational training programs. Look at the many different types of programs that are available.

  Prepare a 2- to 3-page summary and reaction to what you found on your www search. Describe how well the information can be used in your educational practice, if at all.

Vocational Program Visitation Summary

Instructions: As you see or hear about each program, determine the skills students need in that program and the amount and type of support available.

Program	Skills Students Need	Support Provided/Available

Class 15

Traditional Vocational Assessment

Topics

- Visits to a vocational assessment center where the evaluator provides an overview of the different tools used

Lesson Matrix

Objective	*Materials Needed*	*Time*
15-1. Students will list the types of traditional vocational assessments matched by their use.	• arrange a visit to a vocational assessment program • • H-15.1	100
break		15
15-2. Students will describe how the results from different assessment tools will impact teaching and how well the tools match what actually occurs on real jobs.	• Arrange for a conference room at the site • H-15.2	40
Total Time		155

Student Readings

WWW

Vocational Assessment Information Written for Parents
gopher://aed.aed.org:70/00/.disability/.nichcy/.online/.transition/.translist/.voc/.vocpub

Different types of Vocational Tests
http://www.crc.ufl.edu/choosing_using.html

A Typical Adult Agency Vocational Assessment Program
http://www.aye.net/~goodwill/vocatreh.htm

Assessing Students for Workplace Readiness
http://vocserve.berkeley.edu/centerFocus/cf15.html

Vocational Evalvation and Work Adjustment Association
http://www.vewaa.org

Print

NICHY. (1990). *Vocational assessment: A guide for parents and professionals [Transition Summary]*. Washington, DC: Author.
(Available on the www at: http://www.nichcy.org/transitn.htm)

Lesson for Objective 15-1

Students will list the types of traditional vocational assessments matched by their use.

Time:
100 minutes

Overview:
The purpose of this lesson is for students to see first-hand the tools traditional vocational evaluators use and to listen to the vocational evaluator describe them. Attempt to visit a location where work sample testing is done. By asking how the results can be used for teaching and how well these tests and their results match what happens on the job, students will understand their uses and limitations.

You want the students to leave knowing that the purpose of these tests are generally to predict future performance. One of the problems is that when these tools are used with students and young adults who have limited experience and a poor school history, the future predictions are often gloomy, and the information is seldom useful for educational practice.

Where to Get Speakers:
Talk to one of your local state rehabilitation offices to get the names of vocational evaluators who use a wide range of different tests. A local school district may also have a testing center that you can take your students.

Set the Scene:
When you arrange the visit ask the evaluator to show a wide range of assessment tools, describe how they are used, and tell the group about the results from each type of test.

> **_Activity Script:_**
> Before students begin the tour, provide them a copy of handout 15.1: Traditional Vocational Assessments. Ask the students to place each test discussed into its proper category. Also ask the students to find the test's purpose and with whom is it appropriate to use.
>
> Plan to have about 20 minutes left at the end for you to meet with the class. Try to secure a conference room at the assessment site to meet in. Review the results of student recording on the handout. Provide students an opportunity to place each in their proper category, and describe the pros and cons. Distribute handout 15.2: How the Results of Traditional Assessments Impact Teaching. For each test and/or assessment, ask the class how the result would impact their teaching and if the test items match what would happen on a job.

Assignment due next class session

- Type a 1- to 2-page reaction log to this week's class activities.
- Do a web search on vocational assessment. Look at the many different types of tools and services that are available. For each one, ask yourself two questions: (a) how would this relate to teaching students the skills they need to make a successful transition; and (b) what is the external validity of this approach; that is, how would the results translate to what happens at a real job?

  Turn in a 2-to 3-page summary and reaction to what you found on your www search. Describe how well the information can be used in your educational practice, if at all.

Traditional Vocational Assessments

Instructions: Write the name of each test or assessment strategy that is discussed. Determine what its purpose is and for whom it should be used.

Psychological (intelligence and personality)

Name	*Purpose*	*For Whom*

Educational (achievement)

Name	*Purpose*	*For Whom*

Vocational —Motor

Name	*Purpose*	*For Whom*

Interest

Name	*Purpose*	*For Whom*

Work Sample

Name	*Purpose*	*For Whom*

How the Results of Traditional Assessment Impact Teaching

Instructions: Transfer the name of each test or assesssment strategy discussed. Determine if the results can be used in teaching, and if so, how.

Psychological (intelligence and personality)

Name	*Can you use the results?*	*How?*

Educational (achievement)

Name	*Can you use the results?*	*How?*

Vocational —Motor

Name	*Can you use the results?*	*How?*

Interest

Name	*Can you use the results?*	*How?*

Work Sample

Name	*Can you use the results?*	*How?*

Interagency Collaboration:

Post-High School Options

Topics

- Representatives from various post-high school agencies and programs describe their programs and what supports they may provide for individuals in need of supports.

Lesson Matrix

Objective	*Materials Needed*	*Time*
16-1. Students will describe the purpose of the different post-high school programs.	• arrange for guest speakers from a variety of post-high school agencies and programs. • make sure you ask a representative from a supported employment program to attend. • H-16.1	95
break		15
16-2. Students will identify strategies for linking their students with service providers	• H-16.2 for students and agency participants	45
Total Time		155

Student Readings

WWW

California School-to-Work Interagency Transition Partnership
http://www.sna.com/switp/

The Transition Center Project
http://tac.elps.vt.edu/htmldocs/transition.html

Inter-Agency/Community Involvement
http://www.sjcoe.k12.ca.us/SELPA/SELPA_ICI.html

Print Reading

Everson, J.M., & McNulty, K. (1992). Interagency teams: Building local transition programs through parental and professional partnerships. In F.R. Rusch, L. DeStefano, J. Chadsey-Rusch, L.A. Phelps, & E. Szymanski (Eds.), *Transition form school to adult life: Models, linkages, and policy*. Sycamore, IL: Sycamore Publishing Co.

Benz, M.R., Johnson, D.K., Mikkelsen, K.S., & Lindstrom, L.E. (1995). Improving collaboration between schools and vocational rehabilitation: Stakeholder identified barriers and strategies. *Career Development for Exceptional Individuals*, *18*(2), 133-144.

Lesson for Objective 16-1

Students will describe the purpose of the different post-high school programs..

Time:
95 minutes

Overview:
The purpose of this lesson is for students to learn about the variety of post-school agencies and programs that exist, their services, and access options. You want students to leave knowing that a mandate for adult services does not exist as is the case in the public schools.

Where to Get Speakers:
Be inclusive. Arrange for as many different representatives as possible. If needed, ask your local school transition specialist to help identify actual names and provide an introduction. A few possibilities include:

- Community college representatives
- Residential providers for youth with significant support needs
- Case management providers
- Advocacy groups
- Mental health center
- Disability support staff from your college or university
- State vocational rehabilitation office

Set the Scene:
Reserve a campus conference room. Make sure your space is large enough to accommodate the people who are visiting. Some may bring displays and audio visual presentations so make appropriate arrangements. Remember to get parking permits to each participant and detailed instructions as to where to meet you.

Let the presenters know how much time they will have to present their program. For example, if you have 9 speakers, they would have about 10 minutes each, fewer speakers would have more time. Remember to follow up each person's visit with a thank-you note.

Activity:
At the start of class provide each student a copy of handout 16.1: Local Post-Secondary Options. Ask them to fill it out for each presenter.

Introduce each presenter.

Students will identify strategies for linking their students with service providers.

. . . .

Time:
45 minutes

Overview:
The purpose of this lesson is for students to learn strategies for helping their students learn about the services post-school agencies can provide. You want students to learn barriers to interagency collaboration and to develop ideas for overcoming the barriers.

> ***Activity:***
> Divide the class into groups of 3-4 students and an agency representative. Ask the agency representatives to identify specific ways they work with schools to inform students about their services and barriers they have encountered in doing so.
>
> Instruct the groups to identify ways that the barriers might be overcome. Groups should spend about 25 minutes identifying barriers and strategies and recording them on Handout 16.2
>
> Bring the class back together and have each group identify one barrier and one strategy. Tell the students and agency representatives to write new ideas that emerge from other groups or Handout 16.2 for their future use.

At the conclusion of the class, thank the agency participants for coming.

Assignment Due Within a Week

- Type a 2-3 page paper in which you identify strategies for linking your students with post-school service providers through the IEP transition planning process. Be specific. Describe at least 3 strategies that you would use to (a) help students learn about services available and (b) help them identify if such services are appropriate for them. This paper is due at the end of the term: ______________________.

  Have students complete a course evaluation as is typically conducted at your institution. Remind students of their final assignment.

Local Post-Secondary Options

Instructions: Write the name, purpose, and services provided by each postsecondary program or agency.

Program	Purpose	Services

Program	Purpose	Services

Barriers and Strategies for Interagency Collaboration in Transition Planning

Barriers	Strategies for Overcoming Barriers